

Curriculum Skills and Progression Map

Art



Key Concepts:

- Creativity
- Experimentation
- Critical Thinking
- Cultural Significance

Curriculum Skills and Progression Map

	Using materials	Drawing, painting and sculpture	Exploring techniques	Comparing and evaluating work
	ELG: Fine motor skills - Use a range of small tools, including scissors, paint brushes and cutlery			
Relevant ELG	ELG: Fine motor skills - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	ELG: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function ELG: Self-regulation - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ELG: Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	ELG: Creating with materials - Share their creations, explaining the process they have used	
		ELG: Fine motor skills - Begin to show accuracy and care when drawing		
Vocabulary	Media: Ready Mix, Poster paint, Junk materials, Play dough, Clay	Equipment: Brushes, Rollers, clay tools	Technical Language: Mark making, Primary colours, Air drying, Roll, Pinch, connect, join, collaborate, wash	
KS1 Readiness objectives	<ul style="list-style-type: none"> - Hold tools like pencils, paint brushes, scissors with increasing precision - Experiment with using different everyday and art materials to explore colour, texture and form 	<ul style="list-style-type: none"> • To explore their ideas and imagination by creating drawings, paintings and sculptures. • To explore creating designs and art work on a range of scales. 	<ul style="list-style-type: none"> • To explore a range of techniques to draw, paint, print and sculpt to help them create art work. 	<ul style="list-style-type: none"> • Recognising and exploring the colour, patterns and shapes in other artist's work. • Expressing opinions and feelings in response to their own art work and other artist's work. • Sharing their work with other people, talking about what they have created it.

Curriculum Skills and Progression Map

Programmes of study Year 1	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 				
Organisation	Investigating and Exploring	Drawing	Painting	3D Modelling	Printing/Pattern/Architecture
Progression objectives	Talk about, describe and draw simple images and artefacts. Use simple drawings and sketches to record ideas, thoughts and feelings.	Talk and explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. Observe and draw patterns. Draw basic anatomy faces and limbs.	Talk about and use a range of painting materials, e.g. ready mix, powder, acrylics, water colours. Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife. Name all the colours and identify the primary colours needed to accurately mix secondary colours.	Construct, carve, pinch, roll and make simple joins with a range of materials. E.g. play dough, clay, junk modelling.	N/A
Assessment opportunities	-respond positively to ideas and starting points; -explore ideas and collect information; -describe differences and similarities and make links to their own work; - try different materials and methods to improve;	- Explore drawing materials; different pencil types, colour, lead, crayon, pastel, chalk, charcoal. -Make simple representations of objects familiar to them eg. my house, my cat, my family -Draw a basic figure with a face, body, arms, legs, hands and feet.	-name some different types of paints – E.g. ready mix, powder paint, acrylic paint, water colours. - name some of the tools that can be used for painting – E.g. paintbrush, roller, palette knife. -name the primary and secondary colours; -mix primary colours to make secondary colours;	-use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use different joining methods. E.g. glue, tape. - use a variety of techniques, e.g. rolling, cutting, pinching;	N/A
Vocabulary	Media		Equipment		Technical Language
	Oil pastels, Watercolours, Acrylics, Ready Mix, Poster paint, Junk materials, Play dough, Clay		Brushes, Rollers, Palette knives		Mark making, Media, Primary colours, Secondary colours, Neutrals, Air drying, Roll, Pinch, Carve, Evaluate, Concentric circles, Abstract, Sculpture, 3D model, Sculptor
Artists and art opportunities	Kandinsky Barbara Hepworth Buildings around Southport				

Curriculum Skills and Progression Map

Programmes of study Year 2	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 				
Organisation	Investigating and Exploring	Drawing	Painting	3D modelling	Pattern/Printing/Architecture
Progression objectives	Make drawings in a sketchbook of artefacts and images adding notes where appropriate. Explore and respond to direct sensory experiences, memory and imagination.	Talk about the drawing tools that can be used and discuss shadows, light and dark. Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc. Create observational sketches from their environment and observe and draw landscapes. Create an accurate drawing of a figure.	Use an increasing range of paints to create different textures. Use an increasing range of painting tools and simple techniques such as dotting. Experiment with the production of light and dark shades of colour. Use an increasing range of paints to create different textures.	N/A	Talk about a range of printing materials and tools, e.g. found objects, potato prints etc. and use an increasing range of everyday objects to create marks and patterns. E.g. leaves, pizza bases. Talk about and recreate patterns in the environment. Create repeating patterns and symmetrical pictures.
Assessment opportunities	-respond positively to ideas and starting points; -explore ideas and collect information; -describe differences and similarities and make links to their own work; - try different materials and methods to improve;	-understand that there are different pencil types. -use shading to show light and shadow effects; -Develop and practice different line types, curved, straight, wavy, thick, thin, thick -Create an observational sketch of a landscape, showing different line types. - Draw an accurate figure, showing a head, neck, body, arms, legs, hands, feet, fingers, hair.	-experiment with different brushes (including brushstrokes) and other painting tools; - use some different painting techniques. E.g. dotting, stippling, smearing, scratching, wash. -create dark and light shades of a colour, by mixing different primary colours.	N/A	-use a variety of materials, e.g. sponges, lego, potatoes to create prints. - observe and make a repeating pattern. - observe and make a symmetrical pattern.
Vocabulary As for Year 1 plus:	Media Natural materials, Styrofoam board	Equipment Stick, Spatula, Everyday objects	Technical Language Line, Shadows, Dark , Light, Short, Long, Curvy/wavy, Dotted, Broken, Dashed, Thick, Thin, Zigzag, Implied, Horizontal, Vertical, Diagonal, Perpendicular, Continuous, Tapered, Varied, Bold, Feint, Parallel, Line, Shade, Colour mixing, Shades, Texture, Wash, Smearing, Dotting, Stippling, Printing, Patterns, Symmetrical patterns, Repeating patterns, Environment, Relief print, Observation, Annotate, Landscape, Nature		
Artists and art opportunities	Van Gogh Landscape Andy Goldsworthy Richard Long – Nature Sculptor				

Curriculum Skills and Progression Map

<p>Programmes of study</p> <p>Year 3</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 				
Organisation	Investigating and Exploring	Drawing	Painting	3D modelling	Printing/Pattern/Architecture
<p>Progression objectives</p>	<p>Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate. Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p>	<p>Talk about the visual and tactile qualities of drawing and painting media and make initial sketches as a preparation for painting. Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes. Use line drawings to show the size and relationship of shapes. Create an accurate drawing of a figure, including accurate facial features.</p>	<p>Introduce and experiment with different types of brushes. Use different painting techniques such as dotting, scratching and splashing to create texture. Mix shades of primary and secondary colours using white paint and practise darkening colours.</p>	<p>Create a 3D model using malleable and non-malleable materials using different adhesives and methods of construction. Use a range of tools to create surface texture and impressions. Apply techniques to the surface e.g. spraying, stippling and sponging.</p>	<p>N/A</p>
<p>Assessment opportunities</p>	<p>-use sketchbooks to record ideas; -explore ideas from first-hand observations; -question and make observations about starting points, and respond positively to suggestions; -adapt and refine ideas;</p>	<p>-experiment with showing line, tone and texture with different hardness of pencils; -show an awareness of space when drawing; - to overlap different lines to create perspective. - to blur the edges of distant lines to show perspective. - Draw an accurate figure, showing a head, neck, body, arms, legs, hands, feet, fingers, hair and correct facial features.</p>	<p>-use varied brush techniques to create shapes, textures, patterns and lines; -mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; -create different textures and effects with paint. E.g. dotting, scratching, splashing. -add white and black to alter tints and shades;</p>	<p>-cut, make and combine shapes to create recognisable forms; -use clay and other malleable materials and practise joining techniques; -add materials to the sculpture to create detail; - use stippling and sponging to create texture.</p>	<p>N/A</p>

Curriculum Skills and Progression Map

Vocabulary	Media	Equipment	Technical Language
As for Years 1 and 2, plus :	Adhesives, Varnish, Wire	Brushes- Round, Flat, Bright, Filbert, Angular flat, Fan	Perspective, Blurry, Faint, Foreground, Background, Distance, tint, white - mixing, adding, gradually, alter, pale, lighter, shade, black, dark, darker, Scratching, Splashing, Splatting, Malleable, Non-malleable, Platform, base, Surface impressions, Geometric, Fantasy, Dream, Imagination, Figure, Proportion
Artists and art opportunities	Henri Rousseau Anthony Gormley		

Curriculum Skills and Progression Map

Programmes of study					
Year 4		<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
Organisation	Investigating and Exploring	Drawing	Painting	3D Modelling	Printing/Pattern/Architecture
Progression objectives	<p>Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.</p> <p>Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.</p>	<p>Use an increasing range of visual and tactile techniques for example lines and marks. Cross hatching.</p> <p>Investigate scale and perspective by making images appear further away by making them smaller and using overlapping.</p> <p>Create a composition showing more than one figure.</p>	<p>Use a range of brushstrokes to indicate changes in shape and form.</p> <p>Use knowledge of colour families to create contrast, tint, tone and shade and to reflect mood.</p> <p>Select equipment to create different effects such as brushes, palette knives, sponges.</p>	N/A	<p>Use and incorporate shapes and patterns in nature, the environment and different cultures and times.</p> <p>Create free-standing 3D models using different materials by analysing and interpreting natural and manmade forms of construction.</p>
Assessment opportunities	<ul style="list-style-type: none"> -use sketchbooks to record ideas; -explore ideas from first-hand observations; -question and make observations about starting points, and respond positively to suggestions; -adapt and refine ideas; 	<ul style="list-style-type: none"> -experiment with showing line, tone and texture with different hardness of pencils; - use techniques such as hatching, cross hatching, scribbling, circling. -use shading to show light and shadow effects; - use overlapping to show perspective. - draw a composition showing more than one figure. 	<ul style="list-style-type: none"> -use varied brush techniques to create shapes, textures, patterns and lines; -mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; -create different textures and effects with paint; - select different equipment to use such as brushes, palette knives and sponges. 	N/A	<ul style="list-style-type: none"> -replicate patterns from observations; -make a radiating pattern with precision; - understand natural and manmade forms of construction.
Vocabulary	Media	Equipment	Technical Language		
As Years 1, 2 and 3, plus:	Ink		Tactile, Hatching, Cross hatching, Scribble/random lines, Stippling, Circling, Perspective, Overlapping, Blend, Bold, Brushstrokes, Separate colours, Tool selection, Layers, Freestanding Structure, Model, Radiating patterns, Rangoli, Mosaics, Architecture, Architect		

Curriculum Skills and Progression Map

Artists and art opportunities	Paul Cezanne Antoni Gaudi
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Curriculum Skills and Progression Map

Programmes of study		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.			
Year 5		Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 			
Organisation	Investigating and Exploring	Drawing	Painting	3D Modelling	Pattern/Printing/Architecture
Progression objectives	Use a wide range of visual techniques and secondary sources of information to support the development of projects. Annotate ideas and images collected, explain how they will inform own ideas.	Apply appropriate visual and tactile techniques to suit the intended purpose. Explore and experiment with the texture of a surface using different drawing techniques. Create a composition showing a moving figure.	N/A	Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay. Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.	Talk about the ways in which patterns are made, e.g. overlapping of shapes, repeats and make patterns on a range of surfaces, including the use of ICT. Create complex surface techniques by mixing and combining techniques. Evaluate a range of complex patterns.
Assessment opportunities	-review and revisit ideas in their sketchbooks; -offer feedback using technical vocabulary; -think critically about their art and design work; -use digital technology as sources for developing ideas;	-use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching; -use a variety of tools and select the most appropriate; -depict movement and perspective in drawings;	N/A	-plan and design a sculpture; -use tools and materials to carve, add shape, add texture and pattern; -develop cutting and joining skills, e.g. using wire, coils, slabs and slips; -use materials other than clay to create a 3D sculpture;	-design and create printing blocks/tiles; -develop techniques in mono, block and relief printing; -create and arrange accurate patterns;
Vocabulary	Media	Equipment	Technical Language		
As for Years 1, 2, 3 and 4 plus:	Slip, Mod roc, Plastic, Wood		Repeating patterns, Complex patterns, Relief patterns, Overlapping, Surface textures, Mono printing, Screen printing, Template, Coiling carving Impressing, Modelling, Cross hatching		
Artists, architects and designers	Mayans, William Morris, Sam Shendi, Lauren Voiers, Taro Chiezo, Ugo Rondinone				

Curriculum Skills and Progression Map

Programmes of study Year 6	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 				
Organisation	Investigating and Exploring	Drawing	Painting	3D Modelling	Printing/Pattern/Architecture
Progression objectives	Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings. Make informed and critical comments about own and other peoples' work.	Interpret the texture of a surface by using different drawing techniques. Investigate scale and perspective by making images appear further away by making them smaller and making parallel lines converge as they get further away from the viewer. Show the effect of light on objects and people from different directions. Create a composition showing moving figures.	Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages. Give reasons for choices.	N/A	Build up drawings and images of whole or parts of items using various techniques. Use and incorporate shapes and patterns in nature, the environment and different cultures and times. Explore the Atkinson's use of Renaissance architecture – (elements of ancient Greek and Roman thought and material.)
Assessment opportunities	-review and revisit ideas in their sketchbooks; -offer feedback using technical vocabulary; -think critically about their art and design work; -use digital technology as sources for developing ideas;	-use a variety of techniques to add effects, e.g. shadows, reflection, hatching and crosshatching; -depict movement and perspective in drawings; -show the effect of light by using shading. -use a variety of tools and select the most appropriate;	-create a colour palette, demonstrating mixing techniques; -use a range of paint (acrylic, water Colours, ready mix) to create visually interesting pieces;	N/A	<ul style="list-style-type: none"> use the architectural drawings – elevation, section and plan. Design their own building. Create a building design using a computer design program.
Vocabulary	Media	Equipment	Technical Language		
As for Year 1, 2, 3, 4 and 5 plus:			Elevation section, plan, Aerial view, Proportion, Heritage, Culture, Community, Identity, Surrealism, Dream, Automatism, Autobiographical		
Artists and art opportunities		Frida Kahlo Salvador Dali			

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