



## Art

### Curriculum Skills and Progression Map

| Skill Area                            | Reception  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
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| <b>Topics covered</b>                 |  | <b>Terms 1 &amp; 2:</b><br>Portraits<br><br><b>Terms 3 &amp; 4:</b><br>Fabricate<br>(Link with Africa topic)<br><br><b>Term 5 &amp; 6:</b><br>Landscapes and cityscapes<br>(Link with Great Fire of London)   | <b>Terms 1 &amp; 2:</b><br>Colour Chaos<br><br><b>Terms 3 &amp; 4:</b><br>Miro<br><br><b>Term 5 &amp; 6:</b><br>Nature Sculptures   | <b>Terms 1 &amp; 2:</b><br>Stonehenge (Drawing)<br><br><b>Terms 3 &amp; 4:</b><br>Saxon Pots (Sculpture)<br><br><b>Term 5 &amp; 6:</b><br>Climate Change Awareness (3D)  | <b>Terms 1 &amp; 2:</b><br>Tudor artists (Portraits)<br><br><b>Terms 3 &amp; 4:</b><br>Italian landmarks (Collage)<br><br><b>Term 5 &amp; 6:</b><br>Ancient Egyptian (Sculpture)   | <b>Terms 1 &amp; 2:</b><br>William Morris (Drawing & Printing)<br><br><b>Terms 3 &amp; 4:</b><br>Landscape Mountain Artist studies Nicholas Roerich (Perspective)<br><br><b>Term 5 &amp; 6:</b><br>Ancient Greek Pots (Sculpture - Coil technique)   | <b>Terms 1 &amp; 2:</b><br>Blitz Art (Painting & Collage)<br><br><b>Terms 3 &amp; 4:</b><br>Dragon's eyes (Drawing)<br><br><b>Term 5 &amp; 6:</b><br>Papier Mâché Masks (3D) Perspective   |
| <b>Exploring and Developing Ideas</b> | <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Share their creations, explaining the process they have used.</p> | <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Describe differences and similarities and make links to their own work</p> <p>Try different materials and methods to improve</p> | <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Describe differences and similarities and make links to their own work</p> <p>Try different materials and methods to improve</p> | <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Use sketchbooks to record ideas</p> <p>Explore ideas from first-hand observations</p> <p>Question and make observations about starting points, and respond positively to suggestions</p> <p>Adapt and refine ideas</p> | <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Use sketchbooks to record ideas</p> <p>Explore ideas from first-hand observations</p> <p>Question and make observations about starting points, and respond positively to suggestions</p> <p>Adapt and refine ideas</p> | <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Think critically about their art and design work</p> <p>Use digital technology as sources for developing ideas</p> | <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Think critically about their art and design work</p> <p>Use digital technology as sources for developing ideas</p> |

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| <p><b>Drawing</b></p>  | <p>Begin to show accuracy and care when drawing.</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> | <p>Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Draw lines of varying thickness.</p> <p>Use dots and lines to demonstrate pattern and texture.</p>                                 | <p>Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Draw lines of varying thickness.</p> <p>Use dots and lines to demonstrate pattern and texture.</p>                                 | <p>Develop knowledge of drawing by continuing to use a variety of drawing tools from KS1.</p> <p>Explore new ways of making effect through tone, texture, light and shadow.</p> <p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Use shading to show light and shadow effects.</p> <p>Show an awareness of space when drawing.</p>                   | <p>Develop knowledge of drawing by continuing to use a variety of drawing tools from KS1.</p> <p>Explore new ways of making effect through tone, texture, light and shadow.</p> <p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Use shading to show light and shadow effects.</p> <p>Show an awareness of space when drawing.</p>                   | <p>Continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective.</p> <p>Become more confident in techniques already learned.</p> <p>Rely on their sketching books to improve their drawing skills.</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict movement and perspective in drawings.</p> <p>Use a variety of tools and select the most appropriate.</p> | <p>Continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective.</p> <p>Become more confident in techniques already learned.</p> <p>Rely on their sketching books to improve their drawing skills.</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict movement and perspective in drawings.</p> <p>Use a variety of tools and select the most appropriate.</p> |
| <p><b>Painting</b></p> | <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>  | <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Name the primary and secondary colours</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Mix primary colours to make secondary colours</p> <p>Add white and black to alter tints and shades</p> | <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Name the primary and secondary colours</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Mix primary colours to make secondary colours</p> <p>Add white and black to alter tints and shades</p> | <p>Use the language of colour accurately when mixing, e.g. shade, primary and tint.</p> <p>Begin to experiment with colour for effect and mood.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>Create different textures and effects with paint</p> | <p>Use the language of colour accurately when mixing, e.g. shade, primary and tint.</p> <p>Begin to experiment with colour for effect and mood.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p> <p>Create different textures and effects with paint</p> | <p>Use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette.</p> <p>Children are more expressive with colour, associating colours with moods.</p> <p>Create a colour palette, demonstrating mixing techniques</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p>   | <p>Use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette.</p> <p>Children are more expressive with colour, associating colours with moods.</p> <p>Create a colour palette, demonstrating mixing techniques</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p>   |

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| <p><b>Sculpture</b></p> | <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> | <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>Use a variety of shapes, including lines and texture</p> | <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>Use a variety of shapes, including lines and texture</p> | <p>Use a variety of materials for sculpting.</p> <p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and practise joining techniques</p> <p>Add materials to the sculpture to create detail</p>   | <p>Use a variety of materials for sculpting.</p> <p>Cut, make and combine shapes to create recognisable forms</p> <p>Use clay and other malleable materials and practise joining techniques</p> <p>Add materials to the sculpture to create detail</p>   | <p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>Use materials other than clay to create a 3D sculpture</p>              | <p>Plan and design a sculpture</p> <p>Use tools and materials to carve, add shape, add texture and pattern</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>Use materials other than clay to create a 3D sculpture</p>              |
| <p><b>Collage</b></p>   | <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>                    | <p>To become proficient in other art, craft and design techniques – collage.</p> <p>Use a combination of materials that have been cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Add texture by mixing materials</p>            | <p>To become proficient in other art, craft and design techniques – collage.</p> <p>Use a combination of materials that have been cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Add texture by mixing materials</p>            | <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Refine work as they go to ensure precision</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> | <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Select colours and materials to create effect, giving reasons for their choices</p> <p>Refine work as they go to ensure precision</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> | <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Add collage to a painted, printed or drawn background</p> <p>Create and arrange accurate pattern</p> <p>Use a range of mixed media</p> <p>plan and design a collage</p> | <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Add collage to a painted, printed or drawn background</p> <p>Create and arrange accurate pattern</p> <p>Use a range of mixed media</p> <p>plan and design a collage</p> |
| <p><b>Textiles</b></p>  | <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> | <p>Show pattern by weaving</p> <p>Use a dyeing technique to alter a textile's colour and pattern</p> <p>Decorate textiles with glue or stitching, to add colour and detail</p>  | <p>Show pattern by weaving</p> <p>Use a dyeing technique to alter a textile's colour and pattern</p> <p>Decorate textiles with glue or stitching, to add colour and detail</p>  | <p>Select appropriate materials, giving reasons</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Develop skills in stitching, cutting and joining</p>  | <p>Select appropriate materials, giving reasons</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Develop skills in stitching, cutting and joining</p>  | <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Add decoration to create effect</p>  | <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Add decoration to create effect</p>  |

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| <p><b>Printing</b></p>              | <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> | <p>Copy an original print</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>   | <p>Copy an original print</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>   | <p>Use more than one colour to layer in a print</p> <p>Replicate patterns from observations</p> <p>Make printing blocks</p> <p>Make repeated patterns with precision</p>   | <p>Use more than one colour to layer in a print</p> <p>Replicate patterns from observations</p> <p>Make printing blocks</p> <p>Make repeated patterns with precision</p>   | <p>Design and create printing blocks/tiles</p> <p>Develop techniques in mono, block and relief printing</p> <p>Create and arrange accurate patterns</p>           | <p>Design and create printing blocks/tiles</p> <p>Develop techniques in mono, block and relief printing</p> <p>Create and arrange accurate patterns</p>           |
| <p><b>Work of Other Artists</b></p> |   | <p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p> | <p>Describe the work of famous, notable artists and designers</p> <p>Express an opinion on the work of famous, notable artists</p> <p>Use inspiration from famous, notable artists to create their own work and compare</p> | <p>Use inspiration from famous artists to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> | <p>Use inspiration from famous artists to replicate a piece of work</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> | <p>Give detailed observations about notable artists', artisans' and designers' work</p> <p>Offer facts about notable artists', artisans' and designers' lives</p> | <p>Give detailed observations about notable artists', artisans' and designers' work</p> <p>Offer facts about notable artists', artisans' and designers' lives</p> |