

## Curriculum Skills and Progression Map

Art

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered		Terms 1 & 2: Portraits  Terms 3 & 4: Fabricate (Link with Africa topic)  Term 5 & 6: Landscapes and cityscapes (Link with Great Fire of London)	Terms 1 & 2: Colour Chaos  Terms 3 & 4: Miro  Term 5 & 6: Nature Sculptures	Terms 1 & 2: Stonehenge (Drawing)  Terms 3 & 4: Saxon Pots (Sculpture)  Term 5 & 6: Climate Change Awareness (3D)	Terms 1 & 2: Tudor artists (Portraits)  Terms 3 & 4: Italian landmarks (Collage)  Term 5 & 6: Ancient Egyptian (Sculpture)	Terms 1 & 2: William Morris (Drawing & Printing)  Terms 3 & 4: Landscape Mountain Artist studies Nicholas Roerich (Perspective)  Term 5 & 6: Ancient Greek Pots (Sculpture - Coil	Terms 1 & 2:  Blitz Art (Painting & Collage)  Terms 3 & 4:  Dragon's eyes (Drawing)  Term 5 & 6:  Papier Mâché Masks (3D) Perspective
Exploring and Developing Ideas	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  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.  Share their creations, explaining the process they have used.	To produce creative work, exploring their ideas and recording experiences.  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	To produce creative work, exploring their ideas and recording experiences.  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	To create sketchbooks to record their observations and use them to review and revisit ideas 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	To create sketchbooks to record their observations and use them to review and revisit ideas 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	technique)  To create sketchbooks to record their observations and use them to review and revisit ideas  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	To create sketchbooks to record their observations and use them to review and revisit ideas 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

Drawing	Begin to show accuracy	Use different materials	Use different materials	Develop knowledge of	Develop knowledge of	Continue to use a variety	Continue to use a variety
	and care when drawing.	to draw with such as	to draw with such as	drawing by continuing to	drawing by continuing to	of drawing tools but are	of drawing tools but are
	Children as fallous and	pencils, felt tips,	pencils, felt tips,	use a variety of drawing	use a variety of drawing	introduced to new	introduced to new
	Children safely use and	charcoal, crayons, chalk	charcoal, crayons, chalk	tools from KS1.	tools from KS1.	techniques, e.g. creating	techniques, e.g. creating
	explore a variety of	and pastels.	and pastels.	Fundament und est	Fundame many vision of	perspective.	perspective.
	materials, tools and	Use drawing to develop	Use drawing to develop	Explore new ways of making effect through	Explore new ways of	Become more confident	Become more confident
	techniques,	Use drawing to develop	and share their ideas,		making effect through		
	experimenting with	and share their ideas,		tone, texture, light and shadow.	tone, texture, light and shadow.	in techniques already learned.	in techniques already learned.
	colour, design, texture.	experiences and	experiences and	snadow.	Shadow.	learned.	learned.
	Develop their small	imagination.	imagination.	Experiment with	Experiment with	Rely on their sketching	Rely on their sketching
	motor skills so that they	Draw lines of varying	Draw lines of varying	showing line, tone and	showing line, tone and	books to improve their	books to improve their
	can use a range of tools	thickness.	thickness.	texture with different	texture with different	drawing skills.	drawing skills.
	competently, safely and	Use dots and lines to	Use dots and lines to	hardness of pencils.	hardness of pencils.	Use a veriety of	Use a veriety of
	confidently.			l lan also din a ta also		Use a variety of	Use a variety of
		demonstrate pattern and texture.	demonstrate pattern and texture.	Use shading to show light and shadow	Use shading to show light and shadow	techniques to add effects, e.g. shadows,	techniques to add effects, e.g. shadows,
		and texture.	and texture.	effects.	effects.	reflection, hatching and	reflection, hatching and
				enects.	enects.	cross-hatching.	cross-hatching.
				Show an awareness of	Show an awareness of	cross-naterning.	cross-natering.
				space when drawing.	space when drawing.	Depict movement and	Depict movement and
						perspective in drawings.	perspective in drawings.
						Use a variety of tools	Use a variety of tools
						and select the most	and select the most
						appropriate.	and select the most
						арргорпасе.	арргорпасе.
Painting	Children safely use and	Use painting to develop	Use painting to develop	Use the language of	Use the language of	Use the language of	Use the language of
	explore a variety of	and share their ideas,	and share their ideas,	colour accurately when	colour accurately when	colour accurately and	colour accurately and
	materials, tools and	experiences and	experiences and	mixing, e.g. shade,	mixing, e.g. shade,	use inspiration from	use inspiration from
	techniques,	imagination.	imagination.	primary and tint.	primary and tint.	natural and non-natural	natural and non-natural
	experimenting with	Name the primary and	Name the primary and	Begin to experiment	Begin to experiment	works to create a colour	works to create a colour
	colour, design, texture.	secondary colours	secondary colours	with colour for effect	with colour for effect	palette.	palette.
	Develop their small	Secondary colours	secondary colours	and mood.	and mood.	Children are more	Children are more
	motor skills so that they	Experiment with	Experiment with			expressive with colour,	expressive with colour,
	can use a range of tools	different brushes	different brushes	Use varied brush	Use varied brush	associating colours with	associating colours with
	competently, safely and	(including brushstrokes)	(including brushstrokes)	techniques to create	techniques to create	moods.	moods.
	confidently.	and other painting tools	and other painting tools	shapes, textures,	shapes, textures,		
		Mix primary colours to	Mix primary colours to	patterns and lines	patterns and lines	Create a colour palette,	Create a colour palette,
		make secondary colours	make secondary colours	Mix colours effectively	Mix colours effectively	demonstrating mixing	demonstrating mixing
		,		using the correct	using the correct	techniques	techniques
		Add white and black to	Add white and black to	language, e.g. tint,	language, e.g. tint,	Use a range of paint	Use a range of paint
		alter tints and shades	alter tints and shades	shade, primary and	shade, primary and	(acrylic, oil paints,	(acrylic, oil paints, water
				secondary	secondary	water colours) to	colours) to create
						create visually	visually interesting
				Create different	Create different textures	interesting pieces	pieces
				textures and effects	and effects with paint		p.5555
				with paint			

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

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