

Art Curriculum Map and Progression document

Aims

The curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

ART Curriculum Map: Units relate to the Year Group unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>In Year R, children are supported in exploring and playing with a wide range of media and materials including but not limited to drawing, paint, printing, textiles, clay. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art. Children will be supported in safely using and exploring a range of materials, tools and techniques, experimenting with colour, design, texture, function and form. Art should be part of the everyday classroom and key skills should be modelled where appropriate. Through continuous provision, children should have plenty of opportunity to use what they have learnt about media and materials in original ways, thinking about uses and purposes and representing their own ideas, thoughts and feelings through art. Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces.</p>					
	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • hold and control a variety of media and use them to make and repeat various marks and lines • name, choose and match colours • describe people, objects and places using simple art specific language especially related to colour and shape • use lines to create shapes, patterns and textures 			<p>The EYFS could also include as a starting point:</p> <p>Primal painting Feely drawings or drawing by touch Colour Exploring a range of art and craft materials and tools. Exploration of the natural world Making art Encourage children to look at the world as a place containing elements they can manipulate and transform Develop hand eye coordination and dexterity skills Opportunities to explore early mark making Discovery, conversation and sharing Encourage children to explore objects through senses other than sight Promote curiosity, thinking, recall and creative decision making Explore mark making as a way to share information Develop early visual literacy skills Encourage playful exploration Explore sensory perception Encourage children to create their own learning pathways Explore colour as a medium beyond paint Develop observation skills Develop mark making, drawing and painting skills Explore how different art forms can feed into each other (teacher demonstration) Promote group work</p>		
	<p>Children should experience:</p> <ul style="list-style-type: none"> • make drawings from imagination • Use a range of media appropriate to children developing motor co-ordination • having the opportunity to choose the subject of working • looking at and talking about the work of other artists involved in painting and drawing • making drawings using the computer 					
	<p>Children should appreciate:</p> <ul style="list-style-type: none"> • different media make different types of marks other artists have drawn and painted the same things that they do 					

	Autumn	Spring	Summer
Year 1	<p>Drawing Skills</p> <p>Discovering charcoal Drawing like a caveman Wax resist Autumn leaves Squiggle drawing</p> <p>National Curriculum Coverage: To use a range of materials. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To 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.</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces charcoal as a medium Develops hand eye coordination Explores tactile and physical drawing skills Connects to early caveman art Introduces graphite, wax resist and watercolour as a medium Explores observational and experimental drawing Explores composition.</p>	<p>Drawing and Sculpture</p> <p>Drawing spirals Drawing spiral snails Clay snails Drawing feathers Making sculpture birds</p> <p>National Curriculum Coverage: 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</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces pastel as a medium Develops hand eye coordination Explores drawing as a physical activity Explores colour and colour mixing in an intuitive way Explores collage Explores link between drawing and making Can be used to explore individual and group work.</p>	<p>Print making</p> <p>Print making with everyday objects. Making their own printing blocks. Plasticine print making</p> <p>National Curriculum Coverage: To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at 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.</p> <p>Learning Targets:</p> <p>Introduces print making Explores mark making in a 3D material Explores concept of negative/positive Can be used to explore pattern Explores a variety of media Develops hand eye coordination</p>
Year 2	<p>Colour Mixing</p> <p>National Curriculum Coverage: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing and painting to develop and share their ideas, experiences and imagination. To 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.</p> <p>Learning Targets:</p> <p>Explores the colour wheel (paint) Explores colour mixing Develops cutting skills Introduces the work of Van Gogh</p>	<p>Portraits</p> <p>National Curriculum Coverage: 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. Look at 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.</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces children to portraits and self-portraits Explores the shape of the head and features Introduces colour mixing for skin tone Introduces collage Explores three famous portraits.</p>	<p>Fabulous Fish</p> <p>National Curriculum Coverage: 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.</p> <p>Learning Targets:</p> <p>Develops drawing, painting, collage and making skills Develops observational drawing skills Develops hand eye coordination Explores tactile and physical drawing skills Develops visualisation and imagination skills Combines drawing and making</p>

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year R Pupils:

Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces. This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Birth to Five Matters/Development Matters

<p>Specific Areas: Expressive Arts and Design</p> <ul style="list-style-type: none">• Creating with materials• Being Imaginative and Expressive <p>Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks.</p> <p>Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being and understanding. Skills are learned in the process of meaning-making, not in isolation.</p>	<p>Holistic Development and Learning:</p> <p>Expressive Arts and Design</p> <p>The child is expressing themselves through their actions and sounds. They experience the colour, form, texture, sound and nature of an apple, making connections with previous experiences and building a memory of apples to draw on in their own representations and understanding those of others.</p> <p>The children have used resources to develop their own ideas, transforming the resources into a new structure. In their play, they can use flexible thinking to try out and evaluate possibilities.</p>
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Key stage 1 Pupils should be taught:

- 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.

Progression of Skills

General Points: Children should be taught to...

Skill	Year R	Year 1	Year 2	Year 3
Drawing and painting	Hold a pencil and paintbrush correctly. Make marks on paper and give meaning to the marks they have made.	Develop their sketching and drawing techniques.	Collect and develop info as sketches and drawings prior to a final piece of work	...and use a sketch book and know what to use it for.
Colour	Recognise and name primary and secondary colours.	...and know which primary colours make which secondary colours.	...and most tertiary colours and know which colours are mixed together to make other colours.	Recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape
		Use, recognise and describe lines, patterns, textures and basic shapes in their work.	...and in the work of other artists.	
Tools	Care for tools and materials and hold them correctly.	...cleaning them after use and storing them away.		Choose, use, clean and store tools and materials with care.
Collage	Join paper/card etc together using glue or sticky tape.	Fix papers and objects together using a limited range of adhesives.		...and tapes
Sculpture	To a pair of scissors safely and correctly and to be able to use them effectively.	Cut a range of basic shapes with increasing accuracy.		Cut a range of complex shapes with increasing accuracy
Instructions	Follow instructions.			...and increase their range of techniques and skills through instruction and experimentation.
ICT	Use ICT to create pictures.	Use ICT to create artwork.	Use the computer in support of their work.	
Safety	Work safely with new tools and materials.			
Inspiration		Use photographs as resources for the current work without becoming reliant upon them.		Begin to research the topic in hand by collecting relevant information.

Drawing and Painting:

Frequency

- Practised frequently, including when undertaking illustration for other subject areas.
- Painting skills need regular development and should be experienced in their own right once each half term.

Observational drawing and / or painting should happen at least once each half term.

Children should be taught:

Skill	Year R	Year 1	Year 2	Year 3
Use of Art tools	Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.	Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve.	Chn should be taught to... Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve.	Chn should be taught to... Use and control more specialist media to explore ways in which they can be applied to achieve particular effects Identify key visual elements, e.g. colour, line, shape, space in their work and the work of others
Line, Pattern and Texture	Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these.	Use lines and marks to create shapes, patterns and textures.	Use lines and marks to create an <u>increasing range</u> of shapes, patterns and textures.	
Drawing and Painting	Use drawings to tell a story from retelling or from imagination.	Make drawings and paintings to show increasing detail, context and use of the visual elements.		Make drawings and painting that include detail and content
Colour identification and Mixing	The primary colours to ensure they know their names.	Colour in accurately with paint as well as drawing materials. Mix and match basic colours. Name primary and secondary colours.	Colour in accurately with paint as well as drawing materials. Mix and match basic colours and make them lighter or darker. Name primary, secondary and some tertiary colours and qualify their tonal, value.	Begin to adapt and apply colours to achieve tonal effects, patterns and textures.
Spatial Awareness	Visual awareness.	Work to the size of the paper or surface.		Begin to match the approach to the scale of the work.
Portraits	Begin to develop drawings of people that include some visible parts.	Begin to develop drawings of people that include some visible parts with increasing accuracy. (head, hands, fingers etc.)	Be encouraged to develop accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, 'Where are they?')	Recognise and apply the proportions of the human body.
Evaluation	Say what they are drawing	To be able to say with some detail what they are drawing	To be able to with detail what they are drawing and begin to evaluate.	Describe what they have achieved and how it was produced using art language

Printmaking:

Frequency

- Experience various types of printing twice a year.

Children should be taught to:

Year R	Year 1	Year 2	Year 3
<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Make rubbings showing a range of textures and patterns. • Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. • Produce simple pictures by printing objects. • • ork from imagination and observation. • • mprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. • Print with block colours. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Load a range of different kinds of objects with paint and print them. • Ink up a block and print a regular and irregular pattern. • Investigate a range of other techniques, e.g. using cut stencils. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Load a range of different kinds of objects with paint and print them. • Make a simple printing block e.g. from sponge or potato. • Ink up a block and print a regular and irregular pattern. • Make a monoprint using wax crayons. • • nvestigate a range of other techniques, e.g. using cut stencils. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Build a printing block by applying card, string, wool etc. • To ink up a block and print a regular and off-set pattern, e.g. half drop • Investigate a range of other techniques e.g. print making on fabric, with a range of objects and as represented in the work of other artists • Use the computer to create patterns e.g. Christmas wrapping paper using repeated patterns / images.

Sculpture:

Children should be taught to:

	Year R	Year 1	Year 2	Year 3
Moulding	Chn should be taught to... Handle, feel and manipulate materials.	Chn should be taught to... Mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects.	Chn should be taught to... Mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects.	Chn should be taught to... Mould malleable materials, e.g. clay, to create objects and people from a range of component shapes.
Construction	Construct and build from simple objects. Pull apart and reconstruct.	Build junk models and prepare them for painting and decorating.	Follow instructions to assemble and disassemble a range of construction kits to build specific objects. Build junk models and prepare them for painting and decorating by covering them with layers of paper.	Use simple techniques for building and joining clay.
Pattern & Texture	Shape and model from observation and imagination. Impress and apply simple decoration	Use a range of simple tools to cut, shape and impress patterns and textures in a range of materials.	Use <u>a wider range</u> of simple tools to cut, shape and impress patterns and textures in a range of materials.	Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.
Folding & Cutting	Fold and cut paper	Fold and cut paper and thin card of varying thicknesses.	Fold, pleat and cut paper and thin card of varying thicknesses.	Create simple shapes from paper and card. Use papier-mâché to model 3D shapes.
Talking	Use simple language created through discussion.			

Collage:

Frequency

- Experience various types of collage for different purposes twice a year.

Children should be taught to:

Year R	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Handle and manipulate materials. • Create simple collages using paper, pasta, beans and larger tactile things. • Select, sort and tears materials and glue items down. 	<ul style="list-style-type: none"> • Cut straight and curved lines with some accuracy. • Tear paper into strips and shapes with some accuracy. • Apply adhesive sparingly to a range of materials and stick them down accurately. • lassify materials into colours and surface textures. 	<ul style="list-style-type: none"> • Cut straight and curved lines from a range of materials with some accuracy. • Tear paper into strips and shapes with some accuracy. • Apply adhesive sparingly to a range of materials and stick them down accurately. • lassify materials into colours and surface textures. 	<ul style="list-style-type: none"> • Cut complex shapes from a range of materials with increasing accuracy. • Tear paper to pre-determined strips and shapes. • Change the surface of materials by, for example, crimpling, creasing, folding, pleating, scoring, tearing, fraying. <p>Apply adhesive sparingly and stick shapes down accurately.</p>

Textiles:

Frequency

- As part of collage work where appropriate.
- Sewing, weaving and dyeing at least once during the two years

Children should be taught to:

Year R	Year 1	Year 2	Year 3
	<ul style="list-style-type: none">• Cut thin fabric.• Cut threads.• Thread a large eye needle.• Weave a large needle in and out of fabric• Weave with paper and/or ribbon.	<ul style="list-style-type: none">• Cut fabric into basic shapes.• Cut threads into a variety of similar lengths.• Dye a range of fabrics and threads for collage purposes.• Threading a large eye needle.• Sew using a simple running stitch e.g. with felt.• Weave with paper and card.	<ul style="list-style-type: none">• Cut and apply fabrics and threads with some accuracy.• Create and apply new fabric textures by, for example, crumpling, creasing and pleating.• Thread and sew with fine metal needles.• Sew with straight stitches.• Weave using a wide range of fabric strips and threads.• Create patterns in fabric as a result of dying.

Art and ICT:

Frequency

- Some art topics can have ICT as the main focus.
- All topics or art units should have some aspect of ICT.

Children should be taught to:

Year R	Year 1	Year 2	Year 3
	<ul style="list-style-type: none">• Use simple computer programmes such as paint to create pictures.• With support, save and print own art works.• Use art packages to convey ideas.• Use digital cameras and / or iPads to take appropriate pictures or for a specific purpose.	<ul style="list-style-type: none">• Use simple computer programmes such as paint to create pictures.• Use images found on the computer in sketchbooks to support own work.• Save and print own art works.• Print and source images for inspiration• Use online galleries to look at art works linked to themes and topics.• Use art packages to convey ideas.• Use digital cameras and / or iPads to take appropriate pictures or for a specific purpose	<ul style="list-style-type: none">• find images for inspiration and collect them in an art images file / sketch book• create ICT files of their own art work.• create a graphic document with text.• explore new tools within an art package as appropriate to task / purpose.• use a digital camera, iPad or video to take pictures or video for a specific purpose within their art work.• combine text, image and sound• use photographs and digital images as starting points for art work• use software to create repeating patterns using stamping, symmetry or pattern making tools.• use digital cameras or iPads to photograph collaborative, non-permanent and 3D work thinking about angle, size, viewpoint etc as a record for sketchbooks and for evaluation.