

Key: O = Oracy skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. MC = Metacognitive skills

Art & Design

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
1) Art and Design Curriculum Map							
Autumn			Drawing -- Inspirational artist -- Anthony Browne (Illustrator)	Collage -- Inspirational Artist -- Vincent Van Gogh and Piet Mondrian	Drawing-- Inspirational Artist -- Andy Goldsworthy	Textiles	Drawing -- Inspirational artist -- Pablo Picasso Painting -- Inspirational Artist -- Wassily Kandinsky and Peter Blake
Spring			Painting -- Inspirational Artist -- Vincent Van Gogh Sculpture and Digital Media --Inspirational Artist -- LS Lowry, Michael Wiford and James Sterling	Print -- Inspirational Artist -- Andy Warhol	Painting -- Inspirational Artist -- Georgia O'Keefe Sculpture and Digital Media --Inspirational Artist -- Giles Gilbert Scott	Print -- Inspirational Artist -- William Morris	Sculpture and Digital Media Textiles -- Inspirational Artist -- Taro Chiezo and Salvador Dail
Summer				Textiles -- Inspirational Artist -- William Morris	Artist -- Giles Gilbert Scott	Collage -- Inspirational Artist -- Antoni Gaudi	

2) KNOW & UNDERSTAND

Explore and develop competences	To recognise and describe basic visual elements such as colour, pattern, line, texture, form.	To recognise, describe and replicate basic visual elements using simple techniques	To use visual elements such as colour, pattern, line, texture, form, tone and talk about what they think and feel about their work.	To recognise the use of visual elements (see previous) in the work made by other artists, designers and crafts people.	To comment on how the visual elements have been used by other artists, designers and crafts people to express ideas and purposes in their art work.	To be able to compare, contrast and comment on how the visual elements have been used by artists, designers and generate some ideas and methods that could be applied to their personal work.	To be able to discuss and apply methods and approaches (used by student or other artists) manipulating visual elements that can be matched to ideas and relate to context and purpose.
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3) EXPLORE & DEVELOP IDEAS

a) Mark making skills through formal elements (line, colour, shape, form, pattern, texture, tone)	To experiment with a variety of mark making.	To experiment with basic mark making skills (mainly drawing and painting) to explore the basic formal elements (lines, dots, shapes, colour)	To explore the major formal elements of art (line, shape, texture, pattern, colour, tone) through a variety of mark making techniques.	To explore ideas and mark making skills using the formal elements (line, shape, etc.) as graphic representation or symbol. Eg: the same shape can have different meanings according to the context.	To explore more than one idea/method using different techniques and to explore a range of mark making skills (lines, dots, shapes) showing some emerging meaning or purpose. To create sketch books to record their observations and use them to review and revisit.	To use a variety of approaches and techniques while mark making. Explore and experiment with ideas, information and resources to develop their ability to communicate their intentions.	To take some creative risks when exploring and experimenting with the appropriate formal elements and mark making techniques developing a range of ideas and skills matching their intentions.
b) Analysing art work	To be able to observe similarities and differences looking at different pieces of art work.	To be able to ask and answer questions about similarities and differences of famous artists' art work.	To be able to ask and answer questions about famous artists's work that inform the starting points for their own practical work.	To be able communicate ideas and meanings about their work and other artists' work. (verbally and visually)	To collect information about famous artists's work (context and context) in order to make informed choices about their work.	To collect relevant information (content and context) and resources to help develop ideas and starting points for their own art work.	To select relevant information (content and context) and resources to help develop suitable ideas and techniques for their own art work.

4) INVESTIGATE & MAKE

<p>a) To master techniques and Materials</p>	<p>To identify simple art techniques and processes.</p>	<p>To use different techniques and materials (including combinations such as mixed media).</p>	<p>To experiment with a variety of materials and processes to communicate ideas and feelings.</p>	<p>To investigate the nature of different materials, techniques and processes showing some understanding of composition.</p>	<p>To develop some of their practical skills using the qualities of the materials (visual and tactile qualities), processes for different purposes. To use drawing, painting and sculpture with a range of materials e.g. pencils, charcoal, clay</p>	<p>To investigate and develop a range of practical skills using the qualities of the materials and processes to suit their intentions and ideas.</p>	<p>To use technical knowledge and composition to manipulate materials and processes appropriate to their intentions and ideas with creativity and experimentation .</p>
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<h2 style="text-align: center;">End of Key Stage Expectation</h2>	
<h3 style="text-align: center;">End KS1</h3>	<h3 style="text-align: center;">End of Lower KS2</h3>

To master techniques

Painting

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials
- Mix materials to create texture.

Sculpture

Painting

Use a number of brush techniques using thick and thin brushes to produce shapes; textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.

Collage

Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.

Sculpture

- Use a combination of shapes. •
Include lines and texture.

- Use rolled up paper, straws, paper, card and clay as materials.

- Use techniques such as rolling, cutting, moulding and carving.

Drawing

- Draw lines of different sizes and thickness.

- Colour (own work) neatly following the lines.

- Show pattern and texture by adding dots and lines.

- Show different tones by using coloured pencils.

Print

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).

- Use objects to create prints (e.g. fruit, vegetables or sponges).

Creat and combine shapes to create recognisable forms (eg shape made from nets or solid materials).

Include texture that conveys feelings, expression or movement.
Use clay and other mouldable materials.

Add materials to provide interesting detail.

Drawing

Use different hardnesses of pencils to show line, tone and texture.

Annotate sketches to explain and elaborate ideas.

Sketch lightly (no need to use a rubber to correct mistakes).

Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.

Print

Use layers of two or more colours.
Replicate patterns observed in natural or build environments.
Make printing blocks (eg from coiled string glued to a block).

- Press, roll, rub and stamp to make prints.

Make precise repeating patterns.

Textiles

Textiles

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.

Shape and sketch materials.
Use basic cross stitch and back stitch.
Colour fabric

- Use dip dye techniques.

Create weaving

Digital Media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Quilt, pad and gather fabric

Digital Media

Create images, video and sound recordings and explain why they were created.

b) Producing and developing artwork/artefacts

To create an art piece using simple drawing and painting techniques.

To create an art piece using a variety of techniques.

To select the appropriate techniques in order to design/make images and artefacts.

To demonstrate some control over making images or artefacts.

To realise/communicate ideas with more success through making

To make artefacts and designs that suits the purpose and student intentions.

To produce artefacts /designs with an emerging sense of personal style (still considering the purpose)

4) EVALUATE

a) Critical Understanding

To respond in different ways to what they saw/heard/felt/smelt.

To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns.

To identify and begin to describe similarities, differences or patterns looking at art pieces.

To describe and start to give reasons for similarities, differences, patterns while analysing art pieces.

To generate criteria to assess a final product/art work.

To analyse the overall intended effect or purpose of an art piece and suggest how this could be improved/modified.

To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. O LT

To express feelings about the final art piece of an artist. O. LT

To communicate what they liked best or least about a final product or performance. O. LT

To communicate how a piece of work makes them feel and give simple reasons. O PSE LT

To identify focus features using shared criteria. O LT

To identify strengths, weakness giving reasons.

To compare final product of more than 1 artist using clear criteria. O. LT. To give reasons as to why particular features were used. O LT

b) Self and peer critique

To express feelings and or preferences about their own work or that of a peer. O

To look closely at their final product with another student or teacher and say what they like and/or don't like about it.

To describe their final product or the process and identify strengths and weakness.

To identify strengths and weakness in their final product with some teacher support and give simple reasons.

To explain whether it was different to expected.

To identify strengths and weakness in their final product in relation to the context/purpose/design brief.

To identify and suggest ways forward throughout the process.

To prepare and use criteria to evaluate their own final product/performance or that of a peer.

To use given criteria to evaluate the process or journey to arrive at final outcome.

To generate success criteria to evaluate their steps in the process of completing the final product/outcome.

c) Analytical understanding and making improvements	To try simple ways/techniques to explore an idea. Use simple words to describe the action and final result.	To explore different techniques to make art and identify differences. To use simple words to describe what they have done and how . O	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To use information gathered throughout the process to improve and adapt work.	To discuss and consider ways to adapt and refine their work.	To analyse and evaluate their work.
					To evaluate the final outcome identifying WWW and EBI independently. LT	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final product and suggest improvements.

KEY VOCABULARY

KEY STAGE ONE AND TWO

National Curriculum:

... 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.

Materials	Composition	Line	Colour	Tone	Texture	Shape	Mood, Emotions and A
Canvas	2D, 3D, 4D	Flowing	Alive	Dramatic	Airy	Geometric	Similar
Clay	Abstract	Continuous	Blend	Gentle	Bristly	Rectilinear*	Arrangement
Ink	Arrangement*	Blurred	Bold	Harsh	Brushstroke	Asymmetrical*	Atmospheric*
Media/medium	Background	Bold	Bright	Shadowy	Bumpy	Circular	Cheerful
Metal	Balanced	Contour	Calm	Shady	Feathery	Curved	Communicate
Oil paint	Balanced	Cross-hatch	Clashing	Subtle	Fine	Diagonal	Compare
Paper	Chaotic	Curved	Cold	Warm/cold	Fluffy	Empty	Confused
Pastel	Chaotic	Delicate	Complementary*		Fuzzy	Heavy	Contrast
Pencil	Close-up	Diagonal	Contrasting		Gritty	Hollow	Curious
Print	Closeup	Edge	Cool		Leathery	Horizontal	Different
Stone	Cone of vision*	Flowing	Dark		Metallic	Irregular	Dramatic
Watercolour	Distance	Heavy/light	Deep		Powdery	Oblique*	Dreamy/dreamlike

Wood	Fixed point of view	Horizontal	Delicate	Prickly	Pointed	Exciting
	Focus	Looping	Dull	Rough	Rectangular	Express
	Foreground	Scratchy	Earthy	Rubbery	Regular	Expressive
	Images	Shading	Glowing	Sandy	Rigid	Friendly
	Infinity	Sharp	Harmonious	Silky	Round	Frightening
	Middle ground	Simple	Hue	Smooth	Shallow	Happy
	Natural/unnatural	Smudged	Intense	Tactile	Symmetrical*	Intriguing
	Naturalism*	Soft / hard	Light	Uneven	Vast	Joyful
	Observation	Straight	Monochrome*	Wooden	Vertical	Lonely
	Organised	Thick	Natural		Wide	Observation
	Organised	Thin	Pale			Opinion
	Perspective*	Vertical	Pale			Peaceful
	Realistic/Unrealistic	Wavy	Pastel			Pleasant
	Reflection		Pigment			Relaxed
	Scene		Primary			Sad
	Scene		Secondary			Shocking
	Space		Shade			
	Vanishing point*		Soft			
	Visual		Subtle			
			Tint			

Tranquil

Application	Pattern	Clay	GREY	GREEN	YELLOW	BROWN	BLUE	
Carve	Intricate	Bone dry	Graphite, Pewter, S				Chartreuse, Sage, I	Canary, Gold, Daffc
Construct	Irregular	Ceramics *	Coffee, Mocha, Pea				Cyan, Sky, Navy, In	
Manipulate	Simple	Coil/coiling	RED	PINK	BLACK	TAN		
Model	Complicated	Firing*	Cherry, Rose, Jam, Rose, Fuchsia, Pun				Ebony, Crow, Char	Beige, Camel, Oat,
Sculpt	Continuous	Form						
	Decorative	Glaze						
	Overlapping	Hollowing						
	Plain	Kiln						
	Random	Kneading						
	Repeated	Modelling						
	Spiral	Pinching						
	Striped	Plasticity						
	Swirling	Pottery						
	Tessellation*	Scoring						
Zig-zag	Slab							
	Slip							



Collage -- Inspirational
Artist -- Henri Matisse

Textiles -- Inspirational
Artist -- Andy Warhol



To select (combine)
materials, processes,
visual and tactile
elements including
(colour, pattern, texture,
line, tone, shape and
form) appropriate to
their ideas and
intentions.



To accept creative
risks,when exploring
and experimenting with
the appropriate formal
elements and mark
making techniques. To
generate a range of
ideas and skills
independently and
inventively.

To use their critical
understanding to select
and advance their own
methods and ideas
based on the prior
knowledge of the
famous artists's work
and techniques.



To apply their technical knowledge and skills to manipulate effectively materials and processes appropriate to their intention and purpose.

End Upper KS2

Painting

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.

Develop a personal style of painting, drawing upon ideas from other artists.

Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Sculpture

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

- Use tools to carve and add shapes, texture and pattern.

- Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

- Use frameworks (such as wire or moulds) to provide stability and form.

Drawing

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)

- Use a choice of techniques to depict movement, perspective, shadows and reflection.

- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

- Use lines to represent movement.

Print

- Build up layers of colours.

- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

Digital Media

- Enhance digital media by editing (including sound, video, animation, still images and installations),

To show a more refined control of the technique and materials while producing personal artefact/design.



To analyse and evaluate other artists's work using a shared success criteria. To justify their final evaluation using informed arguments. (Facts from the Art History)

To use the self generated success criteria to evaluate the strengths and weaknesses of the creative process to make positive adjustments to the final product.

To adapt and refine the work reflecting on purpose, meaning and how it may be developed further



Forms

Diagram

Drawing

Illustration*

Landscape

Painting

Portrait

Printing

Sculpting

Sculpture

Still life

Technique

Textiles

ORANGE

PURPLE

WHITE

Tangerine, Marigold Mauve, Violet, Pearl, Alabaster