**Art Curriculum Map**

**Vocabulary**

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| --- | --- | --- | --- | --- |
| **Formal****Elements** | **Expected** **KS1 Art Vocabulary** | **Expected****LKS2 Art Vocabulary** | **Expected****UKS2 Art Vocabulary** | **Descriptive Art Vocabulary**(Additional vocabulary to describe artwork) |
| **Line** | straightcurvedlong shortwavy | diagonalthicksolidsimplefaint | scribblefinethin**sketched****flowing** | boldstrongparallelvertical | broken controlled **delicate****continuous** | confidentangularhesitant | powerfulfluent**undulating** | abstractfigurativetechniquemoderncontemporarytraditionalrealisticformalstill lifeportraitlandscapecityscapeseascapemulticulturalforegroundmiddle-groundbackgroundoff-centreperspective |
| **Colour** | paleprimarysecondarycoolcoldwarm | brightgloomygentledeepmixed | shadedullwashglowingblend | boldearthycontrastingbleachedopaquenaturalblendtone | neutralpurepowerfultertiaryclashfadedtint**subtle** | complementarysubtleatmosphericbalancedharmoniousflamboyantvibrantpastel | translucenttransparentdramaticintense**luminous****saturated****sombre** |
| **Texture** | roughsmoothfineraisedbumpysoft | pricklyscratchyshinyflatfurry | hairyplainsplatterthick**delicate** | unevenglossyjaggedmatt | grittybrushstroketextured**pitted** | coarseuniformhatching | **impasto****serrated** |
| **Pattern** | repeatingsymmetricalsimplespotted striped | spiraloverlappatternedswirlingdiamonds | natural**delicate**{names of shapes} | brokencriss-crossevengeometric | tessellated complexspaced**chequered** | well-balancedirregularartificialornateuniform | asymmetriclinearradialproportion |
| **Shape & Form** | flattwistedsolidroundedcurvedmould | roughsharpjaggedman-madenaturaloverlapping | floatingpointed**sculpt**2d / 3d**sculpture****figure** | geometricregularirregularformenlargecoiled | aerial viewscaleprecise**perspective****angular****bulbous** | mechanicalnegative spacepositive spacesweepingorganic | proportioned**curvaceous****conical****tapering****elongated** |
| **Tone** | strongshadesoftlightdark | deepheavypalefadedbright | smoothgentleshadow**harsh** | contrastingmutedtintblurredhighlight | mid-tonevaried**graduated****dapple** | cross-hatchingvaluenegativepositivebleach | crisp gradationdramatic **ethereal****intense** |

**Art Curriculum Map**

**Progression through Techniques**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A Year 1 Artist will:** | **A Year 2 Artist will:** | **A Year 3 Artist will:** | **A Year 4 Artist will:** | **A Year 5 Artist will:** | **A Year 6 Artist will:** |
| **Drawing**Line & Tone | * Explore a range of drawing tools to make marks
* Begin to control the types of marks made with a range of media
* Draw on different surfaces
* Explore different textures
* Draw from imagination
* Explore drawing from observation
* Investigate textures by describing, naming, rubbing and copying
* Produce a range of patterns and textures
 | * Experiment with tools and surfaces
* Draw experiences and feelings
* Sketch to make records
* Begin to control marks made with different media
* Investigate tone by drawing light/ dark lines using pencil
* Investigate textures and produce an expanding range of patterns
 | * Experiment with various pencils
* Use a sketchbook to document and develop ideas
* Draw from observation and imagination
* Experiment with mark-making using alternative tools
* Create initial sketches for painting
* Begin to draw with accuracy
* Discuss shadows. Light and dark
* Have an awareness of how pattern can be used to create texture
 | * Consider scale and proportion
* Create accurate observational drawings
* Work on a variety of scales
* Produce drawings using I.T
* Identify and draw the effect of light
* Draw for a sustained period of time
* Collect and record visual information
* Plan and collect source material
* Develop techniques to create intricate patterns with a range of media
 | * Work in a sustained and independent way to create an accurate, detailed drawing, developing key elements of their work (line, tone, pattern, texture)
* Draw from different viewpoints considering horizon lines
* Begin to consider perspective
* Use different techniques for purpose, e.g. different styles of shading
* Work from a variety of sources including observation and photographs to develop work
 | * Select appropriate media and techniques to achieve a specific outcome
* Develop their own style
* Draw for a sustained period of time over a number of sessions
* Use tone in drawings to achieve depth
* Develop drawing with perspective and focal points
* Adapt drawings according to evaluations and discuss further developments
 |
| **Painting** | * Begin to explore and experiment with primary colours
* Mix primary colours to create secondary colours
* Describe collections of colours
* Discuss and use warm and cold colours
* Describe favourite colours and why colours may be used for different purposes
* Explore a range of paint, brush sizes and tools
 | * Begin to describe a range of colours
* Mix a range of secondary and tertiary colours
* Be able to discuss the colour wheel
* Talk about why they have selected colours for their artwork
* Begin to use a range of paint and discuss why some are more suited to particular painting styles
 | * Make tints of one colour by adding white
* Darken/ lighten colours without using black/ white
* Mix/ create colour for use on a large scale (wash)
* Explore a variety of media to create colour (paint, crayon, coloured pencil, ink, pastels, etc.)
* Demonstrate increasing control of the types of marks made to create certain effects
 | * Make tints, tones and shades using white, grey and black
* Observe colour and suggest why it has been used
* Independently choose the right paint and/ or equipment for the task
* Select colour to reflect mood
* Explore different brush strokes and why/ when they might be used
* Begin to discuss how they are influenced by the work of other artists
 | * Make and discuss hue, tint, tone, shade, mood
* Mix colours, shades, tones and tints with confidence, building on previous knowledge
* Select colour for purpose, explaining choices
* Discuss how colour can be used to express ideas, feelings and mood
* Confidently control the types of marks made and experiment with different effects and textures
 | * Select colour to express feelings
* Discuss harmonies and contrasting colours according to placement on the colour wheel
* Work in a sustained and independent way, developing own style
* Purposefully control the types of marks/ brushstrokes used to create desired effect
* Use colours and brushstrokes to create atmosphere and light effects
 |
| **Sculpture**3D Shape & FormArchitecture | * Enjoy handling, feeling and manipulating a range of materials
* Construct using a range of media
* Cut shapes using scissors and other modelling tools in a safe way
* Build a construction using a variety of objects
* Imprint and apply decoration to a 3D model
* Discuss the different types of buildings in the locality
 | * Show an awareness that natural and man-made materials can be used to create sculpture
* Create models from imagination and direct observation
* Join materials together and apply decorative techniques
* Replicate patterns and textures in a 3D form
* Discuss the work of other sculptors and relate these to their own ideas and designs
 | * Plan, shape, mould and make constructions from different materials
* Understand different adhesives and methods used in construction
* Consider and discuss aesthetics
* Produce more intricate surface patterns using a range of processes
* Show an awareness of how texture, form and shape can be transferred from 2D to 3D
* Model over an armature
 | * Discuss the work of other sculptors/ architects and how they have influenced their own work/ designs
* Work in a safe, organised way, caring for equipment; secure work to continue later
* Make slip to join and secure pieces of clay
* Adapt work when necessary and explain why
* Demonstrate awareness in environmental sculpture
 | * Develop an understating of different ways of finishing work (glaze, paint, polish, varnish)
* Understand that a range of media can be selected (based on their properties) for different purposes
* Independently recognise problems and adapt work when necessary, taking inspiration from other sculptors
 | * Recognise sculptural forms in the environment and use these as inspiration for their own work
* Demonstrate experience in relief and freestanding work using a range of media
* Independently select sculpture as a method of producing work, it it fits the task criteria
* Confidently carve a simple form
 |
| **Printing** | * Take rubbings from textured surfaces
* Print pictures with a range of materials
* Begin to explore impressed painting, e.g. with Styrofoam
* Begin to identify different forms of printing, e.g. books, newspaper, fabric, wallpaper
 | * Explore repeated printing using a range of simple methods
* Explore relief printing using string and card
* Develop an impressed image
* Identify a wider range of printed forms in everyday life, and consider how the processes have changed over time
 | * Design and create a repeated relief print considering background
* Use sketchbooks to explore and develop prints, making changes where needed
* Understand the difference between repeat printing and mono printing
 | * Design and create a collagraph print using a range of materials
* Explore the process of mono printing
* Demonstrate an awareness of printing with multiple colours
* Demonstrate an awareness of printing onto fabric, and consider the difference to printing onto paper
 | * Gain experience in overlaying colours
* Start to overlay prints with other media
* Continue to experience combining prints to produce an end piece
* Explore, experiment, plan and collect source material for future work
 | * Use silk screens to explore screen printing
* Combine different printing techniques within the same piece of artwork
* Use print as a starting point to embroidery
 |
| **Collage** | * Begin to use scissors and tearing to create a range of shapes
* Explore different methods of fixing one material to another
* Create an image from a variety of cut or torn media
* Arrange and glue materials to different backgrounds
 | * Develop a range of cutting, tearing and fixing techniques to create a picture
* Use scissors in a controlled way to cut with accuracy
* Fold, crumple, tear and overlap paper to create an image
* Choose the most effective adhesive for a given task
 | * Understand the properties of different glue and how they can be used to fix materials together
* Use collage as a means of collecting ideas and information to build a visual brainstorm
* Collect and select textured papers to form a collaged image
 | * Develop experience in embellishing, using more advanced joining techniques
* Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images
 | * Create a photomontage using photographs from a range of sources
* Add collage to a painted, printed or drawn background to enhance work
 | * Explore decoupage as a technique
* Independently select a range of media to produce a collaged image
* Use collage as a means of extending work from initial ideas
 |
| **Digital Media**Photography | * Begin to explore digital media to create an image
* Record information using digital cameras
* Explore digital tools, e.g. brushes, eraser, shape and fill tools
 | * Use a graphics package or app to explore digital image creation
* Have the opportunity to manipulate an image using various digital tools
* Use a digital camera to take a specific image/ portrait/ landscape
 | * Use a graphics package or app to create images using different tools and effects with increased precision
* Extend knowledge of photography
 | * Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose
* Begin to use digital media to record and evaluate a creative learning journey
 | * Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools
* Understand that a digital image can be made up of different layers
* Create layered images from original ideas
 | * Use digital media as a means of extending work from initial ideas
* Use digital media to self-evaluate the creative learning journey
* Present personal ideas and choices using a range of digital media
 |
| **Textiles**(D.T crossover) | * Begin to identify different forms of textiles, discussing texture
* Show experience in simple stitch work
* Explain how to thread a needle
* Experience different approaches to simple weaving, e.g. paper, twigs
* Match and sort fabrics
 | * Identify and discuss different forms of textiles and their uses
* Show an awareness and name a range of different fabrics
* Gain confidence stitching two pieces of fabric together.
* Explain how to thread a needle and have a go
 | * Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
* Begin to apply decorations using beads, buttons, etc.
* Show experience in changing and modifying threads and fabrics, e.g. knotting, fraying, fringing, twisting
 | * Become confident with a range of stitches to join a range of fabrics together
* Record textile explorations and experimentation, as well as trying out ideas
* Change and modify threads and fabrics
 | * Show experience in painting, printing and dyeing fabric
* Demonstrate experience in combining techniques to produce an end piece, e.g. embroidery over tie dye
* Show an awareness of skills involved in techniques such as knitting, crochet, lace making
 | * Experiment with a range of techniques, exploring ideas in sketchbooks
* Use a number of different stitches creatively to produce different patterns and designs
* Design and create a textile piece, independently using a range of techniques
* Weave using paintings and photographs as a stimulus
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**Art Curriculum Map**

**The Art Process**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **By the end of Year 1 pupils will:** | **By the end of Year 2 pupils will:** | **By the end of Year 3 pupils will:** | **By the end of Year 4 pupils will:** | **By the end of Year 5 pupils will:** | **By the end of Year 6 pupils will:** |
| **Generating Ideas (Conceptual Knowledge)** | * Recognise that ideas can be expressed in art work
* Experiment with an open mind (they enthusiastically try out and use all materials presented to them)
 | * Try out different activities and make sensible choices about what to do next
* Use drawing to record ideas and experiences
 | * Gather and review information, references and resources related to their ideas and intentions
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas
 | * Select and use relevant resources and reference to develop ideas
* Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome
 | * Engage in open ended research and exploration in the process of initiating and developing their own personal ideas
* Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information
 | * Independently develop a range of ideas which show curiosity, imagination and originality
* Systematically investigate, research and test ideas and plans using sketchbooks and other approaches
 |
| **Making (Procedural Knowledge)** | * Try out a range of materials and processes and recognise that they have different qualities
* Use materials purposefully to achieve particular characteristics
 | * Deliberately choose to use particular techniques for a given purpose
* Develop and exercise some care and control over the range of materials they use (they seek to refine and improve from the first mark)
 | * Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques
* Select and appropriately use a variety of materials and techniques to create art work
 | * Systematically investigate the nature and qualities of different materials and processes
* Apply the technical skills they are learning to improve the quality of their work
 | * Confidently investigate and exploit the potential of new and unfamiliar materials
* Use their acquired technical expertise to make work which effectively reflects their ideas and intentions
 | * Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques
* Independently select and effectively use relevant processes in order to create successful, finished work
 |
| **Knowledge & Understanding (Factual)** | * Recognise and describe some simple characteristics of different kinds of art, craft and design
* Know the names of tools, techniques and the formal elements (colour, shape, tone, line, pattern)
 | * Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times
* Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary
 | * Describe the work of some artists, craftspeople and designers
* Explain how to use some of the tools and techniques they have chosen to work with
 | * Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers
* Demonstrate how tools they have chosen to work with should be used safely and effectively
 | * Research and discuss the ideas and approaches of various artists, craftspeople, architects and designers, taking account of their cultural context and intentions
* Describe the processes they are using and how they hope to achieve high quality outcomes
 | * Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, architects and designers, taking account of the influence of the their historical, cultural and social contexts
* Use technical vocabulary and techniques for modifying the qualities of different materials and processes
 |
| **Evaluating** | * Recognise and describe key features of their own and others’ work
 | * Express clear preferences and give some reasons for these when looking at creative work
 | * Take time to reflect upon what they like and dislike about their work in order to improve it
 | * Regularly reflect upon their own work and make comparisons with the work of others
 | * Regularly analyse and reflect on their progress, taking account of what they hoped to achieve
 | * Provide a reasoned evaluation of both their own and a professional’s work, which takes account of starting points, intentions and context
 |