**Art Curriculum Map**

**Vocabulary**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Formal**  **Elements** | **Expected**  **KS1 Art Vocabulary** | | | **Expected**  **LKS2 Art Vocabulary** | | **Expected**  **UKS2 Art Vocabulary** | | **Descriptive Art Vocabulary**  (Additional vocabulary to describe artwork) |
| **Line** | straight  curved  long  short  wavy | diagonal  thick  solid  simple  faint | scribble  fine  thin  **sketched**  **flowing** | bold  strong  parallel  vertical | broken  controlled **delicate**  **continuous** | confident  angular  hesitant | powerful  fluent  **undulating** | abstract  figurative  technique  modern  contemporary  traditional  realistic  formal  still life  portrait  landscape  cityscape  seascape  multicultural  foreground  middle-ground  background  off-centre  perspective |
| **Colour** | pale  primary  secondary  cool  cold  warm | bright  gloomy  gentle  deep  mixed | shade  dull  wash  glowing  blend | bold  earthy  contrasting  bleached  opaque  natural  blend  tone | neutral  pure  powerful  tertiary  clash  faded  tint  **subtle** | complementary  subtle  atmospheric  balanced  harmonious  flamboyant  vibrant  pastel | translucent  transparent  dramatic  intense  **luminous**  **saturated**  **sombre** |
| **Texture** | rough  smooth  fine  raised  bumpy  soft | prickly  scratchy  shiny  flat  furry | hairy  plain  splatter  thick  **delicate** | uneven  glossy  jagged  matt | gritty  brushstroke  textured  **pitted** | coarse  uniform  hatching | **impasto**  **serrated** |
| **Pattern** | repeating  symmetrical  simple  spotted  striped | spiral  overlap  patterned  swirling  diamonds | natural  **delicate**  {names of shapes} | broken  criss-cross  even  geometric | tessellated  complex  spaced  **chequered** | well-balanced  irregular  artificial  ornate  uniform | asymmetric  linear  radial  proportion |
| **Shape & Form** | flat  twisted  solid  rounded  curved  mould | rough  sharp  jagged  man-made  natural  overlapping | floating  pointed  **sculpt**  2d / 3d  **sculpture**  **figure** | geometric  regular  irregular  form  enlarge  coiled | aerial view  scale  precise  **perspective**  **angular**  **bulbous** | mechanical  negative space  positive space  sweeping  organic | proportioned  **curvaceous**  **conical**  **tapering**  **elongated** |
| **Tone** | strong  shade  soft  light  dark | deep  heavy  pale  faded  bright | smooth  gentle  shadow  **harsh** | contrasting  muted  tint  blurred  highlight | mid-tone  varied  **graduated**  **dapple** | cross-hatching  value  negative  positive  bleach | crisp  gradation  dramatic **ethereal**  **intense** |

**Art Curriculum Map**

**Progression through Techniques**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **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 & Form  Architecture | * 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 |

**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 |