**ART CURRICULUM MAP**

**SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **SKETCHING & DRAWING** | Enjoy using graphic tools, fingers, hands, chalk, pen and pencils. Drawing on different surfaces and coloured paper.  Start to produce different patterns and textures from observations, imagination and illustrations. | Experiment with a wider range of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk for mark-making.  Develop a range of tone using pencil and use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light/dark lines. | Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.  Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations | Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.  Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. | Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.  Have opportunities to develop further drawings featuring the third dimension and perspective | Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.  Start to develop their own style using tonal contrast and mixed media.  Develop simple perspective in their work using a single focal point and horizon. | Work in a sustained and independent way to develop their own style of drawing. This style may be through development of: line, tone, pattern, texture.  Develop an awareness of composition, scale and proportion. |
| **PAINTING AND COLOUR** | Experiment with a variety of media; different brush sizes and tools i.e. sponge brushes, fingers, twigs  Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. | Explore lightening and darkening paint without the use of black or white.  Start to mix a range of secondary colours moving towards predicting resulting | Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media and adding texture.  Begin to mix colour shades and tones. | Demonstrate increasing control in the types of marks made and experiment with different effects and textures inc. blocking in colour washes, thickened paint creating textural effects.  Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence | Start to develop a painting from a drawing.  Use sketchbooks for planning, trying out ideas and planning and practising colour mixing.  Start to look at working in the style of a selected artist (not copying). | Mix and match colours to create atmosphere and light effects.  Recognise the art of key artists and begin to place them in key movements or historical events.  Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. | Work in a sustained and independent way to develop their own style of painting. This may be through the development of colour, tone and shade.  Use sketchbooks to collect and record visual information and source material. Experiment and then adapt their work, use annotations in their sketchbooks. |
| **3D SCULPTURES & ART TECHNIQUE** | Enjoy using a variety of malleable media such as clay, papier-mache, salt dough.  Cut shapes using scissors and other modelling tools.  Build a construction/sculpture using a variety of objects e.g. recycled, natural and manmade materials. | Shape and model malleable media such as clay, papier mache, Salt dough, **modroc** for a purpose.  Impress and apply simple decoration techniques: impressed, painted and applied. | Shape, form construct and model from observation and imagination.  Demonstrate experience in surface patterns/textures and use them when appropriate.  Explore carving as a form of 3D art | Produce larger ware using pinch, /slab/coil techniques.  Continue to explore carving as a form of 3D art. | Use recycled, natural and man-made materials to create sculptures.  Model over an armature: newspaper, wire frame for modroc**.** | Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.  Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketchbook to plan how to join parts of the sculpture. | Demonstrate experience in relief and freestanding work using a range of media.  Recognise sculptural forms in the environment: Furniture, buildings. |
| **PRINTING** | Enjoy taking rubbings: leaf, brick, coin.  Create simple pictures by printing from objects. | Explore printing simple pictures with a range of soft and hard materials e.g. cork, sponge, fruits and vegetables, cotton reels.  Explore printing in relief: String and card. Begin to identify forms of printing: books, posters, pictures, fabrics. | Make simple marks on polystyrene tiles to create a motif and use rollers and printing trays to transfer motif to create a repeated pattern. | Continue to explore both mono-printing and relief printing.  Demonstrate experience in 3 colour printing.  Demonstrate experience in combining prints taken from different objects to produce an end piece. | Demonstrate experience in fabric printing.  Expand experience in 3 colour printing.  Create repeating patterns. | Continue to gain experience in overlaying colours.  Start to overlay prints with other media.  Use print as a starting point to embroidery. | See positive and negative shapes.  Demonstrate experience in a range of printmaking techniques and processes.  Describe techniques and processes. |
| **APPRECIATION OF ARTISTS** | Can they talk about why they like or dislike a piece of art work? | Is able to explain what they can see in a piece of art work using correct vocabulary to describe lines, colours, shapes.  Is able to ask questions and give an opinion about a piece of art. | Begin to work in response to or copy the style of chosen artists.  Recognise and describe how artists use colour, pattern and shape.  Begin to describe the differences and similarities between different practices and disciplines, making links to their own work | Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. | Discuss and review own and others work, expressing thoughts and feelings and identify modifications/changes and see how they can be developed further.  Use language appropriate to skill and technique. | Discuss and review own and others work, expressing thoughts and feelings and identify modifications/changes and see how they can be developed further.  Identify artists who have worked in a similar way to their own work. | Use appropriate language and artistic terms to analyse the work of other artists and present personal likes and dislikes, giving reasons for their preferences. Compare/contrast styles of different artists from different movements and historical periods. |