

Curriculum Map for Art and Design

Key characteristics we want to promote with our children:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Range of Opportunities

Early Years

- Use simple tools and techniques competently and appropriately.
- Explore what happens when colours are mixed.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Choose particular colours for a purpose.
- Create simple representations of events, people and objects.

Range of Opportunities

Key Stage 1

Use experiences and ideas as the inspiration for artwork
 Develop and share ideas in a sketchbook
 Share ideas using drawing, painting and sculpture
 Explore a variety of techniques
 Learn about the work of a range of artists, artisans and designers

Key Stage 2

Use experiences, other subjects across the curriculum and ideas as the inspiration for artwork
 Develop and share ideas in a sketchbook
 Improve mastery of techniques
 Learn about the great artists, artisans and designers throughout History

| | Milestone 1 | | Milestone 2 | | Milestone 3 | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To Develop ideas | <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. | <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. | <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. | <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. | <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language | <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. |
| Painting | <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Create colour wheels. | <ul style="list-style-type: none"> Add white to colours to make tints and black to colours to make tones. Create colour wheels. | <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. | <ul style="list-style-type: none"> Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. | <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture. | <ul style="list-style-type: none"> 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. Develop a personal style of painting, drawing upon ideas from other artists. |

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| Collage | <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. | <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture | <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. | <ul style="list-style-type: none"> Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. | <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Use ceramic mosaic materials and techniques. | <ul style="list-style-type: none"> Combine visual and tactile qualities. |
| Sculpture | <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper and card as materials. | <ul style="list-style-type: none"> Use clay as a material. Use techniques such as rolling, cutting, moulding and carving. | <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. | <ul style="list-style-type: none"> Use clay and other mouldable materials. Add materials to provide interesting detail. | <ul style="list-style-type: none"> Show life-like qualities and reallife proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. | <ul style="list-style-type: none"> Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. |
| Drawing | <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. | <ul style="list-style-type: none"> Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils | <ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly. | <ul style="list-style-type: none"> Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. |
| Print | <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment. Use objects to create prints (e.g. fruit, vegetables). | <ul style="list-style-type: none"> Press, roll, rub and stamp to make prints. | <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. | <ul style="list-style-type: none"> Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. <p>Use a range of visual elements to reflect the purpose of the work.</p> |
| Textiles | <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue. Use plaiting. | <ul style="list-style-type: none"> Join materials using glue and/or a stitch. Use dip dye techniques. | <ul style="list-style-type: none"> Colour fabric. Create weavings. | <ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Quilt, pad and gather fabric. | <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. | <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. |
| Digital Media | <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. | <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. | <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. | <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. | <ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). | <ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations). |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inspiration from Artists</p> | <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. | <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. |
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