

Whole School Curriculum Map for: Art & Design			
Year Group	Exploring Ideas	Evaluating & Developing work	Representation
R	<ul style="list-style-type: none"> Use senses to explore real things, developing the capacity for focusing attention to detail. Use direct experiences, memory and imagination to observe and respond to the world; Safely use and explore a variety of materials, tools and techniques. Use a range of materials creatively to design and make products. Use what they have learnt about media and materials in original ways thinking about uses and purposes. 	<ul style="list-style-type: none"> Begin to use visual language to describe what has been examined and observed. Begin to appreciate the visual qualities in the natural and made environment. Value own and other pupils' work. Talk about the processes involved in creating own work. Look at, explore and talk with some confidence about works of art, craft and design; 	<ul style="list-style-type: none"> Explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures. Begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and three dimensional construction).
1	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour
2	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour
3	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

<p>4</p>	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Make informed choices in drawing inc paper & media • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Use a variety of source material for their work. • Work in a sustained and independent way from
<p>5</p>	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists
<p>6</p>	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.