

Curriculum Map for ART 2020

Aims for the Art Curriculum in KS1 and KS2

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

	KS1 Art National Curriculum Expectations	LKS2 Art National Curriculum Expectations	UKS2 Art National Curriculum Expectations			
	Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products, 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 			
	Year 1	Year2	Year3	Year4	Year 5	Year 6
Generating and developing Ideas	<ul style="list-style-type: none"> • I can participate in teacher led idea modelling and discussion. • I can generate original ideas by looking at other artists' work • Sketchbooks/folders to be used to record thoughts and ideas and experiment with materials • I can explore ideas and materials through practical experiences. • I can create original patterns and designs. 	<ul style="list-style-type: none"> • I can participate in teacher led idea modelling and discussion through sketching. • Sketchbooks/folders to be used to record thoughts and ideas and experiment with materials • I can develop my own original artwork using other sources as inspiration. • I can create unique designs. • I can represent myself through my artwork. • I can use my personal interests to create artwork. 	<ul style="list-style-type: none"> • I can use a sketch book to collect ideas, images and other forms of inspiration. • I can use a sketch book to practise new techniques. • I can make records in my sketch book of experiments with various materials. • I can express original thoughts and ideas about the art of other. • I can represent myself and others through my artwork. • I can control materials and media to achieve a desired effect or finish. 	<ul style="list-style-type: none"> • I can use a sketchbook for planning and refining ideas • I can record ideas for materials and compositions to be used. • I can develop skill and technique using various media in sketchbook • I can use literary sources to convey ideas through art. • I can express thoughts and feeling by using texture and tactile elements of my work. • I can manipulate the materials I choose to create a desired effect. • I can represent ideas from other viewpoints and perspectives. 	<ul style="list-style-type: none"> • I can work collaboratively to explore ideas for meeting a design brief. • I can develop and discuss ideas through sketches. • I can enhance my use of skills displayed in my sketchbook. • I can use the work of other artists to help me to explore my ideas. • I can express my ideas and opinions about the work of other's. • I am beginning to design and create new products/artwork. • I can link my art to literary sources. 	<ul style="list-style-type: none"> • I can continue to develop and discuss my ideas through sketches. • I can record my trials with various media/materials in my sketch book before applying them to a final piece. • I can learn about ways artists represent their ideas by using specific media or materials. • I can continue to take inspiration from the work of others, including that of famous artists and crafters. • I can express my idea about artwork in a variety of ways. Eg. Sketches, images, blogs, messages, Digital graphics. • I can work collaboratively on a group design.

	KS1 Art National Curriculum Expectations		LKS2 Art National Curriculum Expectations		UKS2 Art National Curriculum Expectations	
	Pupils should be taught: <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history. 		Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history. 	
	Year 1	Year2	Year3	Year4	Year 5	Year 6
Evaluating and analysing works of others'	<ul style="list-style-type: none"> Recognising and describing key features of their own and the work of others Describing what they think about the work of others 	<ul style="list-style-type: none"> When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements) 	<ul style="list-style-type: none"> I can Reflect on preferences about their work in order to improve it I can discuss art using an increasingly sophisticated use of language (formal elements) 	<ul style="list-style-type: none"> Using their own and other's opinions of their work to identify how to improve Building a more complex vocabulary when discussing art (formal elements) I know that artists tell stories in their artwork and that art can be about feelings I can understand and describe the story behind a painting 	<ul style="list-style-type: none"> Regularly analysing and reflecting on their progress taking account of intentions and opinions Developing a greater understanding of vocabulary when discussing their own and the work of other 	<ul style="list-style-type: none"> Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work Using the language of art with greater sophistication to discuss art
To know about works of great artists, craft makers and designers, and understand the cultural development of their art. Artists to be confirmed by Staff members						

	KS1 Art National Curriculum Expectations	LKS2 Art National Curriculum Expectations	UKS2 Art National Curriculum Expectations
	Pupils should be taught: <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

		Year 1	Year2	Year3	Year4	Year 5	Year 6
Development and use of formal elements	Colour	<ul style="list-style-type: none"> I can name the primary colours. I know that I can mix primary colours to make secondary colours. I can mix different shades/tints of one colour using paint. I can choose appropriate colours to reflect a theme or a purpose. 	<ul style="list-style-type: none"> I can develop my knowledge of mixing colours to make secondary colours using paints and pastels. I can describe my use of colour to justify a specific intention. 	<ul style="list-style-type: none"> I can explore the use of pigments in natural products to make different coloured paints. I can manipulate paints to make more accurate colours and shades. 	<ul style="list-style-type: none"> I can analyse and describe the use of colour in artists' work. I can manipulate colour and pattern to create prints. I can describe how great artists mixed and applied paints to their work. 	<ul style="list-style-type: none"> I can define and use more interesting colours such as tertiary colours. I can select and mix colours to represent personal feelings, thoughts and intentions. 	<ul style="list-style-type: none"> I can select colours accurately for the purpose of a still life composition. I can express feeling, emotions and events through colour mixing. I can recreate colours used by artists from various artistic movements. Eg, impressionists, Pre-Raphaelites, etc I know what is meant by a negative image
	Form and Space	<ul style="list-style-type: none"> I can learn about form and space through 3D sculptures inspired by familiar sources such as nature and animals. I can develop and use language related to form and space through whole class discussion. 	<ul style="list-style-type: none"> I can explore 3D sculpture through practical activities. I am beginning to articulate my thoughts, ideas and feelings about 3D form and space. I am beginning to draw representations of 3D objects. 	<ul style="list-style-type: none"> I am developing my ability to describe and model form and space using a range of materials. 	<ul style="list-style-type: none"> I can analyse and describe the use of form and space used by artists in their work. I am further developing my ability to describe and model form and space using a range of materials. 	<ul style="list-style-type: none"> I can describe and model 3D form and space using a range of materials. 	<ul style="list-style-type: none"> I can create 3D sculptures and designs to convey emotion, express opinions and articulate messages. I can analyse and evaluate 3D work of other artists.
	Line	<ul style="list-style-type: none"> I can draw different types of lines including straight, wavy vertical, cross hatched, horizontal and diagonal. I can experiment with drawing different lines using pencils, pens, paint brushes and pastels. 	<ul style="list-style-type: none"> I can draw different types of lines including those from year 1 plus spiral, looped, zig-zags. I can continue to experiment with drawing different lines using pencils, pens, paint brushes and pastels. I can draw lines with greater control and precision. 	<ul style="list-style-type: none"> I can express line in different ways to show geometric and organic forms. 	<ul style="list-style-type: none"> I can discuss the use of line within other artists' work. I can use knowledge of lines of symmetry to draw accurate shapes. 	<ul style="list-style-type: none"> I can express and extend drawings using my developing understanding of line. 	<ul style="list-style-type: none"> I can use my developing understanding of line to create still life drawings. I can explore continuous line drawing by developing control, expression, shapes, form and detail. I can use the work of other artists as inspiration to create my own abstract drawings.
	Pattern	<ul style="list-style-type: none"> I can observe patterns in nature. I can make patterns using a range of materials. I can design and create my own patterns. 	<ul style="list-style-type: none"> I can create a pattern of my own choice. I can discuss man-made and natural repeating patterns. I can express my ideas by making my own repeating patterns using various materials and techniques. 	<ul style="list-style-type: none"> I can create patterns using various craft methods such as printing, weaving and frottage work. 	<ul style="list-style-type: none"> I can analyse and describe patterns observed in artists' work. I can use elements of colour, repeating pattern, symmetry and line to create my own designs. 	<ul style="list-style-type: none"> I can continue to develop and use elements of colour, repeating pattern, symmetry and line to create my own designs. 	<ul style="list-style-type: none"> I can represent feelings using my understanding of pattern. I can create original artwork using my knowledge of pattern.

	Year 1	Year2	Year3	Year4	Year 5	Year 6
Shape	<ul style="list-style-type: none"> I can create abstract compositions using shapes. I can identify, make and describe my use of shapes when making artwork. 	<ul style="list-style-type: none"> I can compose geometric designs. 	<ul style="list-style-type: none"> I can identify, draw and label 2D shapes found within images and objects. I can create and form shapes from 3D materials. 	<ul style="list-style-type: none"> I can describe and analyse the use of shape in the work of famous artists. I can make geometrical designs using mathematical shapes. 	<ul style="list-style-type: none"> I can compose original designs by adapting those of others. I can analyse and evaluate the use of shape by other artists. 	<ul style="list-style-type: none"> I can sketch key shapes of objects when creating line drawings of still life and inanimate objects. I can imitate the techniques of other artists including those from the surreal and abstract movements. I can use simplified shapes and lines to create abstract work.
Texture	<ul style="list-style-type: none"> I can select appropriate materials to create different textures. 	<ul style="list-style-type: none"> I can identify and describe a variety of textures. I can develop my ability to select appropriate materials to create different textures. 	<ul style="list-style-type: none"> I can analyse and describe the use of texture in other artists' work. 	<ul style="list-style-type: none"> I can use a range of materials to create more complex textures. 	<ul style="list-style-type: none"> I can develop my understanding of various textures through practical activities. 	<ul style="list-style-type: none"> I can choose and manipulate various materials to create a wide range of textures when making my own artwork.
Tone	<ul style="list-style-type: none"> I know that tone refers to the lightness or darkness of something. I can use tints and shades of colours in my work to create lighter or darker colours. 	<ul style="list-style-type: none"> I can explore using drawing pencils to create varying tones. I can hold my pencil in different ways to create various tonal effects. I can apply different pressures to my drawing pencil in order to create varying tones. I can use tone to give the effect of 3D when drawing simple objects. 	<ul style="list-style-type: none"> I can apply and blend charcoal to create varying tonal effects. I can develop skill and control when shading. I can use the four rules of shading: <ul style="list-style-type: none"> To work evenly and neatly; To work in one direction; To work with straight edges; To work with no gaps. 	<ul style="list-style-type: none"> I can analyse and describe the use of tone in artists' work. I can use a variety of tones to achieve different effects in my work. I can continue to develop my understanding and use tone to create 3D effects when drawing 	<ul style="list-style-type: none"> I can use increase sophistication when applying tone to create desired 3D effects to observational drawings. I can analyse and evaluate artists' use of tone in their work. 	<ul style="list-style-type: none"> I can deliberately use tonal effects such as 'halo' (light surrounding the head of a subject) and 'chiaroscuro' (strong contrasts between dark and light areas) when drawing. I can describe the use of light, shade, tone, contrast and shadow in artworks of others and myself.

	KS1 Art National Curriculum Expectations	LKS2 Art National Curriculum Expectations	UKS2 Art National Curriculum Expectations
	Pupils should be taught: <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Techniques	Year 1	Year2	Year3	Year4	Year 5	Year 6
Drawing skills	<ul style="list-style-type: none"> I can draw around a variety of shapes I know that my shapes can overlap I can experiment variety of different media in this piece, eg. Pencil, crayon, felt pens, biros, pastels, charcoal. I can say which medium I prefer and why I can create a simple line drawing I can describe my drawings using vocabulary such as wavy, vertical, horizontal and cross hatch. 	<ul style="list-style-type: none"> I can control my pencil to create dark and light tones I know that I must take care to shade with no gaps I know not to go over the lines I can rub out any small mistakes I can accurately trace outlines I can add extra detail by drawing what I see I can draw long lines, small lines and dots to outline facial features. I can draw faces that express emotion. 	<ul style="list-style-type: none"> I can draw from observation I can recognise and describe shapes in an object and start my drawing by using sketchy lines to draw these When I'm happy with the shape of my sketch I can 'tidy up' my sketched lines with a rubber I can complete my drawing by adding: Detail, texture and colour I can recognise and draw simple geometric shapes found in everyday objects I can recognise and apply geometry when drawing I can scale up drawings and sketches in a different medium I can apply and blend charcoal/chalks to create tone and texture 	<ul style="list-style-type: none"> I can draw a design for a three-dimensional piece I can arrange and draw a still-life image from observation I can sketch an outline of the still life objects using symmetry lines I can use light, medium and dark tones to make the drawing look three-dimensional I can add highlights to my drawing I can experiment with charcoal to create different textures and effects 	<ul style="list-style-type: none"> I can use fine control with a pencil to make a detailed and analytical observational drawing I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there I can add tonal graduation using a 2B pencil I can use my imagination to interpret and add detail to my image using ink pens/fine liners I can successfully draw a picture from observation I can add colours and motifs to a design to transform original image. I can use perspective view, a plan view or front elevation to draw my design 	<ul style="list-style-type: none"> I know that I do not always need to use a rubber and sometimes accuracy is required first time. I know that my sketches are not the finished article and I can do several attempts I can add a 3D shadow to my tag I can draw a series of lines to create a simple portrait of a face I can use charcoal to add shadows to my drawing I can develop one of these into a line drawing, using continuous line I can develop a self portrait from a photograph and understand how this can be used to create expression in an image
Painting skills	<ul style="list-style-type: none"> I can mix different coloured paints to make secondary colours, shades and tints. I can identify colours used in artist's works I can paint areas of dark and light I can use different tools to paint with such as sponges, large brushes, rags, thin brushes, etc I can work as part of a collaborative project I can paint onto 3D surfaces using appropriate methods 	<ul style="list-style-type: none"> I can use a comfortable grip when holding a brush I know how to load a paint brush with the correct amount of paint I can work carefully to control my brush I can use a flowing stroke when painting I can choose everyday items to paint with 	<ul style="list-style-type: none"> I can experiment with the pigments in natural products to make different colours I can mix paint to create a range of natural colours I can experiment with techniques to create different textures I can add fine detail using smaller brushes I can create designs using both positive and negative impressions 	<ul style="list-style-type: none"> I can paint in the style of a famous artist I can recreate a traditional design style I can use wax resist to create a pattern with paints 	<ul style="list-style-type: none"> I can paint skilfully by mixing complex colours I can apply the paint in the style of Claude Monet I do not leave any white areas within my painting I can use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' I know how to use masking tape to create a straight line 	

Techniques	Year 1	Year2	Year3	Year4	Year 5	Year 6
Printing Skills	<ul style="list-style-type: none"> I can make a simple Shaving foam print. I can make a simple relief print using thick card or neoprene. I know the right amount of paint or ink to use I can use a variety of colours in my printing I can create simple block designs or patterns when printing I can work carefully and accurately when making my patterns 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can make a printing block using playdough I can print using my playdough block by: coating the surface in ink, placing paper over the block and pressing with my hand I can make my own stamp using geometric and mathematical shapes I can use my stamp to create prints I can make my prints unique through my use of colour and pattern When printing I have tried to use: Repeating and Symmetrical patterns and a simple symmetrical figure 	<ul style="list-style-type: none"> I can use printing materials (eg. Ink) to create a symmetrical abstract image I can evaluate my print composition I can create a clear print 	<ul style="list-style-type: none"> I know how to transfer my drawn Zentangle pattern onto a polyprint/polystyrene tile I know that this method creates a reverse system where imprinted lines will become white and the background will be the colour of the ink used I can apply an even layer of ink onto the tile I can create a repeat pattern onto fabric
Sculpture Skills	<ul style="list-style-type: none"> I can use malleable materials to create a sculpture I can work carefully to make sure that patterns I make in malleable materials are even and regular I know how to use etching tools to create my patterns in malleable materials I can join recycled materials to make a sculpture based on my design I can work cooperatively on a sculpture project I can create different parts of a sculpture I can secure parts of the sculpture together 	<ul style="list-style-type: none"> I know that clay is a material that can only be used when it is flexible and wet I can use my hands as a tool for making I can create body sculptures Bending wire /pipe cleaners into a superhero shape Making legs, arms and a body using malleable materials such as clay, plasticine or ply dough. I can show awareness of the proportions of limbs in my sculpture 	<ul style="list-style-type: none"> I can create and form shapes using soft modelling wire as an armature. 	<ul style="list-style-type: none"> I can work with materials safely and creatively to make recognisable objects I can use tools and my hands to carve, model and refine my sculpture I can see further uses for recycled materials I can create a sculpture using reused materials 	<ul style="list-style-type: none"> I can see the importance of 2D drawings in developing three dimensional work I can use 2D drawings and explore shape form to develop my own ideas for 3D work I know that I can also develop ideas through exploring shape form 	<ul style="list-style-type: none"> I can create a sculpture of a head using clay I can convey a message or emotion in my sculpture by: <ul style="list-style-type: none"> using clay sculpting tools adding facial features using additional pieces of clay and attaching these to the head I know to keep clay malleable using a drop of water
Collage/Montage	<ul style="list-style-type: none"> I can select natural materials that I think would make an interesting piece of art I can arrange the materials in a meaningful way and explain their placement in my final composition I know that glue can dry clear 	<ul style="list-style-type: none"> I know that the term collage means 'a collection of materials or objects covering a surface 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can create a collage of contrasting images 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can create a photomontage image by selecting images and creating a new image with them I know what photomontage is To select images and create a composition from them I know about the history of photomontages

Techniques	Year 1	Year2	Year3	Year4	Year 5	Year 6
Rubbings/Frottage	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I know how to take a rubbing • I can identify different textures and record them using a rubbing technique • I know that the tool that I use will change how my rubbing looks • I can create a picture from the rubbings that I have made 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Other Art & Craft	<ul style="list-style-type: none"> • I can cut complex shapes using scissors safely and carefully 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can design and make my own shadow puppet • I know the process of tie-dyeing • I understand the similarities between tie-dyeing and wax resist • I know what the 'warp and 'weft' are in paper weaving • I can cut with accuracy • I can weave with neatness • I can weave with a variety of materials • I can sew a running stitch • I can cut fabric neatly and accurately 	<ul style="list-style-type: none"> • I know that lenticular printing gives an optical illusion • I know that this illusion is created using two images • I can create an image using the principles of lenticular printing • I can score lines safely 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps • I can take photographs with care and choice • I can make decisions about cropping, editing and presentation of photographic images • I know that artists use photography to record and observe, • I understand the terms macro, and monochromatic