

Curriculum Map – Key Skills Overview Art and Design

	Year 1 and 2 progress statements		Year 3 and 4 progress statements		Year 5 and 6 progress statements
To develop ideas	<ul style="list-style-type: none"> Respond to ideas 	To develop ideas	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum 	To develop ideas	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum
	<ul style="list-style-type: none"> Explore ideas and collect visual information 		<ul style="list-style-type: none"> Collect information, sketches resources 		<ul style="list-style-type: none"> Collect information, sketches and resources and present ideas imaginatively in a sketch book
	Explore different methods and materials as ideas develop		<ul style="list-style-type: none"> Adapt and refine ideas as they progress 		<ul style="list-style-type: none"> Use the qualities of materials to enhance the ideas
			<ul style="list-style-type: none"> Explore ideas in a variety of ways 		<ul style="list-style-type: none"> Spot the potential in unexpected results as work progresses
			Comment on artworks using visual language		<ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language
					<ul style="list-style-type: none">
					<ul style="list-style-type: none">
To master techniques Drawing	Draw lines of different sizes	To master techniques Drawing	Use different hardnesses of pencils to show line, tone and texture.	To master techniques Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows and direction of sunlight).

					Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
	Colour (own work neatly following the lines.		Annotate sketches to explain and elaborate ideas.		Use a choice of techniques to depict movement, perspective, shadows and reflection.
	Show pattern and texture by adding dots and lines.		Sketch lightly no need to use a rubber to correct mistakes).		Use lines to represent movement
	Show different tones by using coloured pencils		Use shading to show light and shadow.		
			Use hatching and cross hatching to show tone and texture.		
Painting	Use thick and thin brushes.	Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Painting	Sketch lightly before painting to combine line and colour.
	Mix primary colours to make secondary.		Mix colours effectively.		Create a colour palette based upon colours observed in the natural or built world.
	Add white to colours to make tins and black to colours to make tones.		Use watercolour paints to produce washes for backgrounds then add detail.		Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
	Create colour wheels.		Experiment with creating mood with colour.		Combine colours, tones and tints to enhance the mood of a piece.
					Use brush techniques and the qualities of paint to create texture.
					Develop a personal style of painting, drawing upon ideas from other artists.

Collage	Use a combination of materials that are cut, torn and glued.	Collage	Select and arrange materials for striking effect.	Collage	Mix textures (rough and smooth, plain and patterned).
	Sort and arrange materials.		Ensure work is precise.		Combine visual and tactile qualities.
	Mix materials to create texture.		Use coiling, overlapping, tessellation, mosaic and montage.		Use ceramic mosaic materials and technique.
Sculpture	Use a combination of shapes Include lines and texture.	Sculpture	Create and combine shapes to create recognisable forms (e.g. shapes made from net or solid material).	Sculpture	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
	Use rolled up paper, straws, paper, card and clay materials.		Include texture that conveys feelings, expression of movement.		Use tools to carve and add shapes, texture and patterns.
	Use techniques such as rolling, cutting, moulding and carving.		Use clay and other mouldable materials.		Use frameworks (such as wire or moulds) to provide stability and form.
			Add materials to provide interesting detail.		Combine visual and tactile qualities.
Print	Use repeating or overlapping shapes.	Print	Use layers of two or more colours.	Print	Build up layers of colours.
	Mimic print from the environment (e.g. wallpapers).		Replicate patterns observed in natural or built environments.		Create an accurate pattern, showing fine detail.
	Use objects to create prints (e.g. fruit, vegetables or sponges).		Make printing blocks (e.g. from coiled string glued to a block).		Use a range of visual elements to reflect the purpose of the work.
	Press, roll, rub and stamp to make prints.		Make precise repeating patterns.		Use a range of visual elements to reflect the purpose of the work.
Textiles	Use weaving to create a pattern.	Textiles	Shape and stitch materials. Use basic cross stitch and back stitch.	Textiles	Show precision in techniques.

	Join materials using glue and/or a stitch.		Colour fabric.		Choose from a range of stitching techniques.
	Use plaiting.		Create weavings.		Combine previously learned techniques to create pieces.
	Use dip dye techniques		Quilt, pad and gather fabric.		
Digital Media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Digital Media	Create images, video and sound recordings and explain why they were created.	Digital Media	Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)	Describe the work of notable artists, artisans and designers.	To take inspiration from the greats (classic and modern)	Replicate some of the techniques used by notable artists, artisans and designers.	To take inspiration from the greats (classic and modern)	Give details(including own sketches) about the style of notable artists, artisans and designers.
	Use some of the ideas of artists studied to create pieces.		Create original pieces that are influenced by studies of others.		Show how the work of those studied was influential I both society and to other artists.
					Create original pieces that show a range of influences and styles.