

**Art - Progression of skills and learning**

<b>Curriculum map</b>	<b>Learning Objective</b>	<b>Year 1</b>
Ongoing throughout continuous provision. Snail observational drawings - linked to Snail and the Whale (Summer 2)	<b>To master techniques Drawing</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>
Leaf paintings - tints and tones - linked to seasons. (Autumn 1)  Watercolour paintings - Richard Thorn inspired (Summer 2)	<b>To master techniques Painting</b>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>
Making clay Bog Babies - linked to story (Spring 1)	<b>To master techniques Sculpture</b>	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>
Printing with objects from the environment - linked to science and seasons (Autumn 1) Creating leaf print tiles - linked to Science plants (Spring 2)	<b>To master techniques Print</b>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>
Christmas stockings- (Autumn 2)	<b>To master techniques Textiles</b>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>
Watercolour paintings - Richard Thorn inspired (Summer 2)	<b>To take inspiration from the Greats classic and modern</b>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>

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<b>Curriculum map</b>	<b>Learning Objective</b>	<b>Year 2</b>
Quentin Blake (Aut 1)	<b>To master techniques Drawing</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>
Dinosaurs (Sum 1)		<ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines.</li> </ul>
Quentin Blake (Aut 1)	<b>To master techniques Painting</b>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Create colour wheels.</li> </ul>
Dinosaurs (Sum 1)		<ul style="list-style-type: none"> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul>
Great Fire of London (Spr 2)	<b>To master techniques Collage</b>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>
Great Fire of London (Spr 2)	<b>To master techniques Textiles</b>	<ul style="list-style-type: none"> <li>• Join materials using glue and/or a stitch.</li> <li>• Use dip dye techniques.</li> </ul>
Ship Ahoy! (Sum 2)		<ul style="list-style-type: none"> <li>• Use plaiting.</li> <li>• Use weaving to create a pattern.</li> </ul>
Dinosaurs (Sum 1)	<b>To master techniques Digital Media</b>	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>
Quentin Blake (Aut 1)	<b>To take inspiration from the Greats classic and modern</b>	<ul style="list-style-type: none"> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>
Ship Ahoy! (Sum 2)		<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> </ul>

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<b>Curriculum map</b>	<b>Learning Objective</b>	<b>Lower Key Stage 2 - Year 3</b>
Ongoing	<b>To develop ideas using a sketchbook</b>	<ul style="list-style-type: none"> <li>• With support, develop ideas from starting points throughout the curriculum.</li> <li>• Collect simple information in the form of notes and sketches.</li> <li>• Begin to make simple adaptations and refine ideas as they progress.</li> <li>• Explore ideas in more than one way.</li> <li>• Begin to develop visual language by making simple comments on artworks.</li> </ul>
Still life linked to Felix  Cezanne	<b>To master techniques Drawing</b>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencil to begin to explore line, tone and texture.</li> <li>• Make simple annotations to sketches to explain and elaborate ideas.</li> <li>• Understand why we should sketch lightly and avoid using a rubber to correct mistakes.</li> <li>• Experiment with shading to show light and shadow.</li> <li>• Begin to use hatching and cross hatching to show tone and texture.</li> </ul>
Still life linked to Felix  Cezanne	<b>To master techniques Painting</b>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Begin to mix colours for effect.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment creating mood with colour.</li> </ul>
Romans - mosaic	<b>To master techniques Collage</b>	<ul style="list-style-type: none"> <li>• Begin to select and arrange materials for effect.</li> <li>• Begin to make work more precise.</li> <li>• Begin to use ceramic mosaic materials and techniques.</li> </ul>
Christmas wrapping paper  Owen Jones	<b>To master techniques Print</b>	<ul style="list-style-type: none"> <li>• Use layers of two colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make simple printing blocks (e.g. from coiled string glued to a block).</li> <li>• Create repeating patterns.</li> </ul>
Printmaker - Owen Jones Still life - Cezanne Roman mosaics	<b>To take inspiration from the Greats classic and modern</b>	<ul style="list-style-type: none"> <li>• Investigate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

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<b>Curriculum map</b>	<b>Learning Objective</b>	<b>Lower Key Stage 2 - Year 4</b>
Ongoing	<b>To develop ideas using a sketchbook - ongoing</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
Egyptians - canopic jars  Troika pottery (Cornwall) Leslie Illsley, Jan Thompson and Benny Sirota	<b>To master techniques Sculpture</b>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>
Viking purses	<b>To master techniques Textiles</b>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch effectively.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p> <a href="#">DT Textiles skills (Y3 and Y4)</a>  <a href="#">Understand the need for a seam allowance.</a>  <a href="#">Join textiles with appropriate stitching.</a>  <a href="#">Select the most appropriate techniques to decorate textiles</a> </p>
Digital art (linked to computing photo editing)	<b>To master techniques Digital Media</b>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>
Leslie Illsley, Jan Thompson and Benny Sirota	<b>To take inspiration from the Greats classic and modern</b>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers with greater accuracy to detail.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

**Art - Progression of skills and learning**

Curriculum map	Learning Objective	Upper Key Stage 2 - Year 5
Ongoing	<b>To develop ideas using a sketchbook - ongoing</b>	<ul style="list-style-type: none"> <li>• Begin to develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Begin to use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks demonstrating an increasingly fluent grasp of visual language.</li> </ul>
Link to Earth and Space.  Artist study - Peter Thorpe	<b>To master techniques Drawing</b>	<ul style="list-style-type: none"> <li>• Begin to make choices to include a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Begin to use a choice of techniques to depict, perspective, shadows and reflection.</li> <li>• With guidance, choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul>
Link to ancient Greece  Compare ancient Greek sculptures with those of modern sculptors EG Henry Moore/ Barbara Hepworth	<b>To master techniques Sculpture</b>  Sculpture of a God/Goddess? Soap carving? Wire and Modroc	<ul style="list-style-type: none"> <li>• Begin to show more life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Begin to combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
Link to WWII + DT skills (make do and mend)	<b>To master techniques Textiles</b>  Re-purpose an old t-shirt into a drawstring bag with initials.	<ul style="list-style-type: none"> <li>• Begin to show greater precision in techniques.</li> <li>• Begin to make own choices from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces. (running stitch, cross stitch, back stitch, plait, weave, gather, quilt, pad)</li> </ul> <p>DT textiles skills (Y5 and 6)-            Create objects (such as a cushion) that employ a seam allowance.            Join textiles with a combination of stitching techniques (e.g. back stitch for seams and running stitch to attach decoration).            Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>
Link to Earth and Space and performance poetry.	<b>To master techniques Digital Media</b>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
Peter Thorpe Ancient Greek sculptors compared to Henry Moore/ Barbara Hepworth	<b>To take inspiration from the Greats classic and modern</b>	<ul style="list-style-type: none"> <li>• Give details about the style of some notable artists, artisans and designers.</li> <li>• Begin to describe how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that begin to show a range of influences and styles</li> </ul>

Curriculum map	Learning Objective	Upper Key Stage 2 - Year 6
<b>Ongoing</b>	<b>To develop ideas using a sketchbook - ongoing</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect detailed information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Adapt unexpected results as their work progresses.</li> <li>• Comment on artworks demonstrating a fluent grasp of visual language.</li> </ul>
<b>Link to Amazon</b>  Look at work of Turner and Hockney Look at photography to represent water movement and reflections.	<b>To master techniques Drawing</b>  (Acrylic on board?)	<ul style="list-style-type: none"> <li>• Make deliberate choices to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict <b>movement</b>, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• <b>Use lines to represent movement.</b></li> </ul>
<b>Stand-alone project</b>  Hundertwasser	<b>To master techniques Painting</b>  (Acrylic on board?)	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create their own colour palette based upon colours observed in the natural or built world.</li> <li>• Understand the different qualities of watercolour and acrylic paints and use these to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Make deliberate choices about different brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists as inspiration.</li> </ul>
<b>Link to Amazon (+ DT materials skills)</b>  Look at the work of Matisse. Look at collage techniques of Chris Ofili	<b>To master techniques Collage</b>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned) for effect.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p><b>DT Materials skills Y6</b>            Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).</p>
<b>Link to Victorians -</b>  William Morris. Compare with Orla Kiely (new and old)	<b>To master techniques Print</b>	<ul style="list-style-type: none"> <li>• Build up layers of colours to achieve an effect.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements (line, shape, tone, colour, pattern, texture and form) to reflect the purpose of the work.</li> </ul>
Turner/Hockney Matisse/Chris Ofili Hundertwasser William Morris/Orla Kiely	<b>To take inspiration from the Greats classic and modern</b>  Tate Kids website	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles</li> </ul>