

# Curriculum Skills and Progression Map

## Art & Design: 2024 to 2025



Nebula  
where stars are born

## The Art and Design Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School



**“Having gifts that differ according to the grace given to us, let us use them,” Romans 12:6**

**Courage** - Through our teaching of Art & Design, we encourage the children to have the courage to try artistic skills and techniques that they may not be familiar with; to create artworks that expose their abilities for all to see and to fearlessly try their best.

**Compassion** – Children are encouraged to be kind and constructive in their critiques of their own and others’ artistic creations, and to recognise that we all have different gifts and skills, but that our school is a safe space for exploration and experimentation.

**Responsibility** – At Horsford C.E. V.A. Primary school, we expect the children to take care of the Art & Design resources they use with increasing care and attention; we give the children all the support they need with tackling new artistic challenges, and it is their responsibility to always try the best they can – whatever their initial ability might be.

Our story of ‘The Good Samaritan’ teaches the children to work together and to support each other in their Art & Design learning, even if they would not usually choose to be friends.

**‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’**



## The Art and Design Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Art and Design curriculum can be adapted to meet the needs of children with SEND in the following ways.

Coloured Paper or recycled paper to minimise visual stress	Having a study buddy
Breaking down lessons into short, manageable chunks	Checking seating position – sight problems – near the back for sensory needs
Mixed ability groups – using peers as support and role models	Writing slopes
Adult assistance nearby	Whiteboards for practising writing or note taking (flowing)
Recording ideas on whiteboards as an aide memoire	A safe/quiet space in or near the classroom
Recording devices to record their answers/sentences – talking tins, iPad	Special interest projects linked to and alongside class learning
My Turn/Your Turn	Proud/success book
Breaks	Social stories
Targets made clear for lessons and learning – linked to IEP	Extra time for the trickier tasks
Now/Next	Visual and picture aids
Visual Timetables – class and individual	Pencil grippers – variety of pens and pencils
Coloured Paper for visual stress	Variety of pens/writing implements
Cushions for seats – wobble and wedge cushions	Success book
Headphones/ear defenders	Ask the child what they need
Gloves/Plastic Paper (So don't have to touch paper)	Tall tables where children can stand and work
Word lists of key vocabulary for pre-learning and as prompts	Trying a 1:1 adult/adult nearby
Relevant word banks of common language for different subjects	

When planning for Art and Design class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

ART & DESIGN: AGE RELATED STATUTORY COVERAGE		
EYFS LEARNING	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><b>Expressive Art and Design</b>  <b>EYFS Statutory Educational Programme:</b> The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p><b>Creating with materials ELG</b>                      - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;                      - Share their creations, explaining the process they have used;</p> <p><b>Physical development: Fine Motor Skills ELG</b>                      - Use a range of small tools, including scissors, paint brushes and cutlery; competently, safely and confidently.                      -Begin to show accuracy and care when drawing.</p>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Learn 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas</li> <li>• Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• Learn about great artists, architects and designers in history</li> </ul>

## Skills Map – Art & Design

### Early Years

#### Reception Statements

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes & scissors.

#### Drawing

- Begin to show some control in drawing, for example, straight, curved or wiggly **lines & shapes**, & adding colour.

#### Painting

- Experiment with paint, using a wide variety of **tools** (e.g. brushes, sponges, fingers) to apply paint.
- Investigate **colour mixing**.

#### Printing

- Make **rubbings** showing a range of **texture & patterns**.
- Take **print** from object *e.g. leaf, hand, onion, junk, bark, modelling, clay*.
- Produce simple pictures by printing objects, onto a range of textures *e.g. newspaper, card, paper, into clay & dough*.

#### 3D

- Explore & select appropriate simple **joining** techniques.
- Create **3D models** from their imagination or recreate things they have seen.

#### Collage

- Play with combinations of materials to create simple **collage** effects.
- Select **materials** based on their properties, *e.g. shiny, soft*.

Evaluating

- Observe & **describe** their own artwork and say if they like it or not.

Greater Depth

- *Can they talk about the ideas and processes which have led them to make their designs or images?*

## Skills Map – Art & Design

### KS1

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>		<b>Art: Collage - Fire Pictures</b> Artist Study: A range of Fire of London Art.	<b>Art: Printing</b> Artist Study: Lichtenstein Pop Art	<b>Art: 3D Minibeasts</b> Artist Study: Stephanie Kilgast (Happy Bugs)		
<b>Cycle 2</b>			<b>Art: Drawing &amp; Painting - Animal Patterns</b> Artist Study: 'Animals in Art' Tate <a href="https://www.tate.org.uk/art/teaching-resource/animals-art">https://www.tate.org.uk/art/teaching-resource/animals-art</a>		<b>Art: 3D - Dragon Sculptures</b> Artist Study: Matthew Reeve	<b>Art: Collage - Seaside Art</b> Artist Study: Angelika Heckhausen

Drawing	Painting	Printing
<ul style="list-style-type: none"> <li>• Develop observational skills to look closely and reflect surface <b>texture &amp; pattern</b> through mark-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix different <b>hues</b> of <b>primary</b> and <b>secondary</b> colours by using different amounts of each starting colour or by adding water.</li> </ul>	<ul style="list-style-type: none"> <li>• Create <b>patterns</b> and pictures by printing from objects using more than one colour.</li> <li>• Develop <b>impressed images</b> with some added pencil or decorative detail.</li> <li>• <b>Relief printing</b> – string, card.</li> </ul>
3D	Collage	Evaluating
<ul style="list-style-type: none"> <li>• Develop understanding of <b>3D forms</b> to construct and model simple forms using a range of materials.</li> <li>• Begin to <b>collaborate</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Modify</b> chosen collage materials in a range of ways e.g. by cutting, tearing or re-sizing.</li> <li>• Make choices about which materials to use for collage based on colour, <b>texture</b>, shape and <b>pattern</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and <b>compare</b> features of their own and other's artwork.</li> </ul>
		Greater Depth
		<ul style="list-style-type: none"> <li>• <i>Can they make links between their own artwork and other artists'?</i></li> <li>• <i>Can they comment how an artist/designer has used colour, pattern and shape?</i></li> <li>• <i>Can they plan their art using a range of techniques e.g. sketches, discussion?</i></li> </ul>

## Skills Map – Art & Design

### KS1

- Use a range of materials creatively to design and make products.
  - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
  - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

### Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>		<b>Art: Drawing, Painting &amp; Collage - Fire Pictures</b> Artist Study: A range of Fire of London Art.	<b>Art: Painting and Printing</b> Artist Study: Lichtenstein Pop Art	<b>Art: Painting &amp; Printing 3D Minibeasts</b> Artist Study: Stephanie Kilgast (Happy Bugs)		
<b>Cycle 2</b>			<b>Art: Drawing &amp; Painting - Animal Patterns</b> Artist Study: 'Animals in Art' Tate <a href="https://www.tate.org.uk/art/teaching-resource/animals-art">https://www.tate.org.uk/art/teaching-resource/animals-art</a>		<b>Art: 3D - Dragon Sculptures</b> Artist Study: Matthew Reeve	<b>Art: Collage - Seaside Art</b> Artist Study: Angelika Heckhausen

Drawing	Painting	Printing
<ul style="list-style-type: none"> <li>• Begin to explore <b>tone</b> using a variety of pencil grade (HB, 2B, 4B) to show <b>form</b>, drawing light/dark lines, patterns and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop more control when painting, applying knowledge of different hues and how different <b>media</b> behave <i>e.g. adding water to thin paint.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create <b>order, symmetry, irregularity.</b></li> <li>• Extend repeating patterns – overlapping, using two contrasting colours etc.</li> </ul>

3D	Collage	
<ul style="list-style-type: none"> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and <b>malleable</b> materials.</li> <li>• Develop basic skills for shaping and joining clay, including exploring <b>surface texture.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with <b>overlapping</b> and <b>overlying</b> materials to create interesting effects.</li> </ul>	<b>Evaluating</b>
		<b>Greater Depth</b>
		<ul style="list-style-type: none"> <li>• Explain their ideas and opinions about how they and others could <b>improve</b> their artwork, giving reasons.</li> <li>• <i>Can they make comparisons between their own artwork and other artists'?</i></li> <li>• <i>Can they articulate what they are trying to express in their own artwork?</i></li> <li>• <i>Can they transfer skills into a different medium e.g. using drawing skills when painting?</i></li> </ul>

## Skills Map – Art & Design

### KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

### Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>	<b>3D &amp; Drawing</b> Manu rock sculpture <b>Artist:</b> Michael Grab		<b>Drawing &amp; Painting</b> Picasso Portraits <b>Artist:</b> Picasso	<b>Collage</b> Polar Pictures <b>Artist Study:</b> Megan Coyle		
<b>Cycle 2</b>		<b>Drawing (Silhouettes) –</b> Europe <b>Artist Study:</b> Francis Torond Remembrance Day Silhouette	<b>3D</b> Roman Vase <b>Artist Study:</b>			<b>Railways</b>

Drawing	Painting	Printing
<ul style="list-style-type: none"> <li>• Developing drawing through further direct observation, using <b>tonal shading</b> and starting to apply an understanding of shape to communicate form and <b>proportion</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use a variety of <b>painting techniques</b>, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task <i>e.g. choosing a fine paintbrush for making detailed marks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explores images through <b>mono-printing</b> on a variety of paper.</li> <li>• Explore colour mixing through overlapping colour prints deliberately.</li> </ul>
<b>3D</b> <ul style="list-style-type: none"> <li>• Able to plan and think through the making process to create 3D forms using a range of materials.</li> <li>• Shape materials for a <b>purpose</b>.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>• In sketchbooks, use collage as a means of collecting and <b>adapting</b> ideas.</li> </ul>	<div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</div> <ul style="list-style-type: none"> <li>• Use sketchbooks as part of the <b>problem-solving</b> process and make changes to improve their work.</li> </ul> </div>
		<div style="display: flex; flex-direction: column;"> <div style="background-color: #0070C0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Greater Depth</div> <ul style="list-style-type: none"> <li>• Evaluate their learning process and make suggestions for improvement in their own and others' artwork.</li> <li>• Explain why they have selected specific materials for their artwork.</li> <li>• Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature.</li> </ul> </div>



## Skills Map – Art & Design

### KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
  - Create sketch books to record their observations and use them to review and revisit ideas
  - Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

### Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>	Art: 3D & Drawing – Manu rock sculpture, Artist Study: Michael Grab & observational sketching.		Art: Drawing, 3D & Painting - Countries Around the World – Artist Study: Anselm Kiefer, Le Corbusier and Picasso		Art: Drawing, Painting & Printing - Healthy Eating. Artist Study: Archim Boldo	
<b>Cycle 2</b>		Art: Drawing (Silhouettes) – Europe Artist Study: Francis Torond	Art: Painting & Printing – Romans Artist Study: A range of Roman art.			Art: Collage – Holidays Artist Study: Megan Coyle

Drawing	Painting	Printing
<ul style="list-style-type: none"> <li>• Demonstrate greater control over drawing tools to show awareness of proportion and <b>perspective</b>, continuing to develop use of tone and more intricate mark making.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix colours with greater accuracy and begin to consider how colours can be used <b>expressively</b>.</li> <li>• Explore <b>contrasting</b> and <b>complimentary</b> colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret <b>environmental</b> and <b>manmade</b> patterns and form.</li> <li>• Discuss the nature of effects <b>modify</b> and adapt print as work progresses.</li> </ul>
3D	Collage	
<ul style="list-style-type: none"> <li>• Use more complex techniques to <b>mould</b> and form malleable materials, such as the coil pot technique in clay and adding detailed surface <b>decoration</b>.</li> <li>• Respond to a stimulus and begin to make choices about materials used to work in 3D.</li> </ul>	<ul style="list-style-type: none"> <li>• Work <b>selectively</b>, choosing and adapting collage materials to create contrast and considering overall <b>composition</b>.</li> </ul>	<div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; font-weight: bold;">Evaluating</div> <ul style="list-style-type: none"> <li>• <b>Evaluate</b> their work more regularly and independently during the planning and making process.</li> </ul>
		<div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; font-weight: bold;">Greater Depth</div> <ul style="list-style-type: none"> <li>• Use a range of sources e.g. books, internet, galleries to influence their ideas.</li> <li>• Experiment with combining different materials and discuss their effectiveness.</li> <li>• Discuss how a range of factors influences art from different cultures.</li> </ul>

## Skills Map – Art & Design

### KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

### Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>	<b>Painting</b> Portraits <b>Artist:</b> A range of Victorian portrait artists.	<b>Printing</b> mono prints <b>Artist:</b> William Morris			<b>Sculpture</b> Anglo Saxon brooch or Sword <b>Artist:</b> Anglo Saxon Art	
<b>Cycle 2</b>	<b>Drawing &amp; Sketching</b> Rainforest <b>Artist Study:</b> Henri Rousseau		<b>Painting</b> Cosmic <b>Artist Study:</b> Peter Thorpe			<b>Collage</b> Landscape <b>Artist:</b> Kurt Schwitters

Drawing	Painting	Printing
<ul style="list-style-type: none"> <li>• To use a broader range of <b>stimulus</b> to draw from, such as architecture, culture and photography.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and <b>applying</b> ideas to their own artworks e.g. <i>making choices about painting surfaces or mixing paint with other materials.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Experienced in producing <b>pictorial</b> and <b>patterned</b> prints.</li> <li>• Designs prints for fabrics, book covers and wallpaper</li> </ul>
3D	Collage	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #0070c0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</div> <ul style="list-style-type: none"> <li>• Discuss the <b>processes</b> used by themselves and by other artists, and describe the particular outcome achieved.</li> </ul> </div>
<ul style="list-style-type: none"> <li>• Plan a <b>sculpture</b>, developing an idea in 2D into a three-dimensional piece.</li> <li>• Persevere when constructions are challenging and work to <b>problem solve</b> more independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Add collage to a painted, printed or drawn background for effect.</li> <li>• Explore how collage can extend original ideas.</li> <li>• <b>Combine</b> digital effects with other <b>media</b>.</li> </ul>	
		<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #0070c0; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">Greater Depth</div> <ul style="list-style-type: none"> <li>• Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone</li> <li>• Plan carefully their art, taking into account layout, composition and perspective.</li> <li>• Explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history.</li> </ul> </div>

## Skills Map – Art & Design

### KS2

- Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

### Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>	<b>Painting</b> Portraits <b>Artist:</b> A range of Victorian portrait artists.	<b>Printing</b> mono prints <b>Artist:</b> William Morris			<b>Sculpture</b> Anglo Saxon brooch or Sword <b>Artist:</b> Anglo Saxon Art	
<b>Cycle 2</b>	<b>Drawing &amp; Sketching</b> Rainforest <b>Artist Study:</b> Henri Rousseau		<b>Painting</b> Cosmic <b>Artist Study:</b> Peter Thorpe			<b>Collage</b> Landscape <b>Artist:</b> Kurt Schwitters

#### Drawing

- Draw expressively in their own **personal style** and in **response** to their choice of stimulus, showing the ability to develop a drawing independently.

#### Painting

- Develop a painting from a drawing or other initial stimulus.
- Manipulate paint and painting techniques to suit a **purpose**, making choices based on their experiences.

#### Printing

- Builds up drawings and images of whole or parts of items using various techniques *e.g. card relief*
- Know how to make a **positive** and a **negative print**.

#### 3D

- Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.
- Combine materials and techniques appropriately to fit with ideas
- Confidently problem-solve, **edit** and **refine** to create desired effects and end results.

#### Collage

- Consider materials, **scale** and techniques when creating collage and other **mixed media** pieces.
- Create collage in response to a stimulus and work collaboratively on a larger scale.

**Evaluating**

- Give reasoned evaluations of their own and others work which takes account of **context** and **intention**.

**Greater Depth**

- Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements.
- Able to work independently, confidently and take creative risks in their work.
- Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history.

ART & DESIGN: VOCABULARY MAP						
	Drawing	Painting	Printing	3D	Collage	Evaluating
EYFS	lines shapes tools	tools colour mixing	print rubblings texture tools	3D models Join/ing tools	collage materials tools	Describe Feel
Year 1	texture pattern	hues primary colours secondary colours	patterns impressed images relief printing	3D forms collaborate	modify texture pattern	compare
Year 2	tone form	media	order symmetry irregularity	malleable surface texture	overlapping overlying	improve
Year 3	tonal shading proportion	painting techniques	mono-printing	purpose	adapting	problem-solving
Year 4	perspective	expressively contrasting complimentary	environmental manmade modify	mould decoration	selectively composition	evaluate
Year 5	stimulus	applying	pictorial patterned	sculpture problem solve	combine media	processes outcome
Year 6	personal style response	purpose	positive print negative print	edit refine	scale mixed media	context intention

	EYFS	KS1	
Examples of Deeper Thinking Questions	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• What’s going on in this artwork?</li> <li>• How would you describe the colours?</li> <li>• How would you describe the texture?</li> <li>• Close your eyes – what can you remember about the artwork?</li> <li>• If you could hear this artwork, what would it sound like?</li> <li>• What stories does this artwork make you think of?</li> <li>• Can you recreate this artwork with your body?</li> <li>• If this artwork was a person would you like to be their friend?</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• What was your first reaction to this artwork?</li> <li>• What do the colours remind you of?</li> <li>• What else has a similar texture?</li> <li>• Close your eyes – what can you remember, what did you forget?</li> <li>• Is art real?</li> <li>• Which adjectives would describe this art?</li> <li>• Can art tell a story?</li> <li>• How does this artwork make you feel?</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Why did you have the reaction you first had to this artwork, and has it changed the more you look at the artwork?</li> <li>• Which area/part of the artwork is the most important? Why?</li> <li>• How would you describe this artwork to someone who has never seen it?</li> <li>• What elements of the artwork seem real? Imaginary? Dreamlike?</li> <li>• Which adjectives would you not use to describe this?</li> <li>• Which song would you play with this artwork?</li> <li>• How do you think this artwork was made?</li> <li>• What story is this art telling/recreating?</li> <li>• How do you think the artist was feeling while creating this?</li> <li>• What title should this artwork have?</li> </ul>
Cross-Curricular Links	<p><i>See Enhanced Provision for cross-curricular links related to the theme.</i></p>	<p>Cycle 1:</p> <ul style="list-style-type: none"> <li>• A1: Geography – map drawing, D&amp;T – design a wolf trap.</li> <li>• A2: History – looking at artistic representations of the Great Fire of London.</li> <li>• Sp1: History – artwork contemporary to Edith Cavell, D&amp;T – design a cape.</li> <li>• Sp2: Science/Geography – sketch a mini beast.</li> <li>• Su1: D&amp;T – design a treasure chest.</li> <li>• Su2: D&amp;T: Sketch/draw a healthy meal design.</li> </ul> <p>Cycle 2:</p> <ul style="list-style-type: none"> <li>• A1: Science – draw your character, History – fairy tale (Brothers Grimm) artwork/illustrations.</li> <li>• A2: D&amp;T – design a rocket crawler.</li> <li>• Sp1: Science – sketch animals, Geography – sketch habitats.</li> <li>• Sp2: Science – sketch plants, Geography – sketch landscapes, look at existing artwork, D&amp;T – design your boat..</li> <li>• Su1: History – royal portraits, Science – sketch and label a castle.</li> <li>• Su2: Science – sea life sketching, Geography – seaside mapping/sketching.</li> </ul>	
Suggested Writing Opportunities	<ul style="list-style-type: none"> <li>• <i>Name writing</i></li> <li>• <i>See Enhanced Provision for other writing opportunities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Name writing</li> <li>• Evaluation of your/others artwork.</li> </ul>	

	Years 3 & 4		Years 5 & 6	
Examples of Deeper Thinking Questions	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• What do you think this piece of art is about?</li> <li>• If you could interview the artist, what would you ask?</li> <li>• Does the title fit the piece of art? What do you like/not like about the artist's style?</li> <li>• What would you do with this piece of art if you owned it?</li> <li>• If you could change one thing about this piece, what would it be?</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• What is the subject /theme of the piece?</li> <li>• How would you describe the artist's work/this piece?</li> <li>• Do you have to be able to draw well to be a good artist? What do you like/not like about the artist's style? Why?</li> <li>• In your opinion, what makes some art/pieces/artists better than others?</li> <li>• Is very old art still worth looking at today? Why?</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• What impact do you think WW1 art would have had on people back at home?</li> <li>• What do you think the artist is trying to show you?</li> <li>• How does the piece make you feel?</li> <li>• Does the picture direct the viewers eye to the main subject? How?</li> <li>• Which of the artists pieces do you love/hate the most? Why?</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• What responsibility did war artists have to people back home?</li> <li>• What do you think the artist is trying to say with this piece?</li> <li>• Do you agree with the artists choice of colours/medium? Why?</li> <li>• What elements of the artist's work did you incorporate in your final piece?</li> <li>• Why might an artist make an ugly piece of art?</li> </ul>
Cross-Curricular Links	<p><b>Cycle 1:</b></p> <ul style="list-style-type: none"> <li>• Sp1: European art and artists – Geography (countries of the world)</li> <li>• Su1: Plants and Flowers – Science (plants topic)</li> </ul> <p><b>Cycle 2:</b></p> <ul style="list-style-type: none"> <li>• Sp1: Designing Anglo-Saxon shields – History (Anglo-Saxons)</li> </ul>		<p><b>Cycle 1:</b></p> <ul style="list-style-type: none"> <li>• Au1&amp;2: William Morris – history (Victorian Britain) &amp; English (Street Child)</li> <li>• Su2: Mayan Artwork – History (Mayan civilisation)</li> </ul> <p><b>Cycle 2:</b></p> <ul style="list-style-type: none"> <li>• Au1: Rainforest art –English (The Explorer, Discursive texts about human impact on rainforest), Science (living things &amp; habitats), Geography (Rainforests).</li> <li>• Au2: WW1 art and artists – English (War Poets &amp; War Horse), History (WW1), DT (shoebox trenches)</li> <li>• Sp1: Peter Thorpe –English (Cosmic), Science (Space)</li> <li>• Su1: Painting landscapes – English (Foodland), Geography (UK geography),</li> <li>• Su2: Egyptian art – History (Ancient Egyptians), English (Howard Carter's diary, Ancient Egyptian stories)</li> </ul>	
Suggested Writing Opportunities			<p><b>Cycle 1:</b></p> <ul style="list-style-type: none"> <li>• Au1&amp;2: William Morris – Art/history (Profile of an artist), (description of Victorian homes and fashions)</li> <li>• Su2: Mayan Artwork – English (descriptive settings within stories), History (descriptions of artefacts)</li> </ul> <p><b>Cycle 2:</b></p> <ul style="list-style-type: none"> <li>• Au1: Rainforest art – science/geography (description of habitats)</li> <li>• Au2: WW1 art and artists –English/history (diary entry as a war artist, description of WW1 scenes)</li> <li>• Sp1: Peter Thorpe – Art (Profile of an artist)</li> <li>• Su1: Painting landscapes – English (descriptive passages based on paintings)</li> <li>• Su2: Egyptian art – English (description of Egyptian tombs and palaces)</li> </ul>	



# Art & Design Long Term Plan

## Key Stage One

### Years 1 and 2

Cycle One		Cycle Two	
Term/Theme enrichment	Coverage – see skills map	Term/Theme enrichment	Coverage – see skills map
<b>A2: Art - The Great Fire of London Fire Pictures</b>	Drawing Painting Collage		
<b>Sp1: Art – Superhero Pop Art</b>	Painting Printing	<b>Sp1: Art - Animal patterns</b>	Drawing Painting
<b>Sp2: Art - 3D Minibeasts</b>	Painting Printing		
		<b>Su1: Art - Dragon sculpture.</b>	3D
		<b>Su2: Art - Seaside art.</b>	Collage



# Art & Design Long Term Plan

## Lower Key Stage Two

### Years 3 and 4

Cycle One		Cycle Two	
Term/Theme enrichment	Coverage – see skills map	Term/Theme enrichment	Coverage – see skills map
<b>Au1: Art - Manu Rock Sculpture</b>	3D Drawing		
		<b>Au2: Art – Europe (Silhouettes)</b>	Drawing
<b>Sp1: Art - Countries Around the World</b>	Drawing 3D Painting	<b>Sp1: Art - Romans</b>	Painting Printing
<b>Su1: Art – Healthy Eating</b>	Drawing Painting Printing		
		<b>Su2: Art - Holidays</b>	Collage





# Art & Design Long Term Plan

## Upper Key Stage Two

### Years 5 and 6

Cycle One		Cycle two	
Term/Theme Enrichment	Coverage – see skills map	Term/Theme Enrichment	Coverage – see skills map
<b>A1: Art – Victorian Britain</b>	Painting	<b>A1: Rainforest</b> <b>Artist:</b> Henri Rousseau	Drawing and sketching
<b>A2: Mono Prints</b>	Printing		
		<b>Sp1: Cosmic</b> <b>Artist:</b> Galaxy Landscape (Shawn Marie Hardy)	Collage
		<b>Su1:</b> Norfolk based painting <b>Artist:</b> Kieran Williamson	Painting
<b>Su2: Mayan clay masks</b>	3D		

## Art & Design: Curriculum Skills and Progression Map

Cumulative Art & Design Skills Progression Ladder						
	Drawing	Painting	Printing	3D	Collage	Evaluate
R	<ul style="list-style-type: none"> <li>Begin to show some control in drawing, for example, straight, curved or wiggly <b>lines &amp; shapes</b>, &amp; adding colour.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with paint, using a wide variety of <b>tools</b> (e.g. brushes, sponges, fingers) to apply paint.</li> <li>Investigate <b>colour mixing</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Make <b>rubblings</b> showing a range of <b>texture &amp; patterns</b>.</li> <li>Take <b>print</b> from object <i>e.g. leaf, hand, onion, junk, bark, modelling, clay</i>.</li> <li>Produce simple pictures by printing objects, onto a range of textures <i>e.g. newspaper, card, paper, into clay &amp; dough</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explore &amp; select appropriate simple <b>joining</b> techniques.</li> <li>Create <b>3D models</b> from their imagination or recreate things they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>Play with combinations of materials to create simple <b>collage</b> effects.</li> <li>Select <b>materials</b> based on their properties, <i>e.g. shiny, soft</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Observe &amp; <b>describe</b> their own artwork and say if they like it or not.</li> </ul>
1	<ul style="list-style-type: none"> <li>Develop observational skills to look closely and reflect surface <b>texture &amp; pattern</b> through mark-making.</li> </ul>	<ul style="list-style-type: none"> <li>Mix different <b>hues</b> of <b>primary</b> and <b>secondary</b> colours by using different amounts of each starting colour or by adding water.</li> </ul>	<ul style="list-style-type: none"> <li>Create <b>patterns</b> and pictures by printing from objects using more than one colour (link to Klee).</li> <li>Develop <b>impressed images</b> with some added pencil or decorative detail.</li> <li><b>Relief printing</b> – string, card.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of <b>3D forms</b> to construct and model simple forms using a range of materials.</li> <li>Begin to <b>collaborate</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Modify</b> chosen collage materials in a range of ways e.g. by cutting, tearing or re-sizing.</li> <li>Make choices about which materials to use for collage based on colour, <b>texture</b>, shape and <b>pattern</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and <b>compare</b> features of their own and other's artwork.</li> </ul>
2	<ul style="list-style-type: none"> <li>Begin to explore <b>tone</b> using a variety of pencil grade (HB, 2B, 4B) to show <b>form</b>, drawing light/dark lines, patterns and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop more control when painting, applying knowledge of different hues and how different <b>media</b> behave <i>e.g. adding water to thin paint</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Create <b>order, symmetry, irregularity</b>.</li> <li>Extend repeating patterns – overlapping, using two contrasting colours etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and <b>malleable</b> materials.</li> <li>Develop basic skills for shaping and joining clay, including exploring <b>surface texture</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with <b>overlapping</b> and <b>overlying</b> materials to create interesting effects.</li> </ul>	<ul style="list-style-type: none"> <li>Explain their ideas and opinions about how they and others could <b>improve</b> their artwork, giving reasons.</li> </ul>
3	<ul style="list-style-type: none"> <li>Developing drawing through further direct observation, using <b>tonal shading</b> and starting to apply an understanding of shape to communicate form and <b>proportion</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a variety of <b>painting techniques</b>, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task <i>e.g. choosing a fine paintbrush for making detailed marks</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explores images through <b>mono-printing</b> on a variety of paper.</li> <li>Explore colour mixing through overlapping colour prints deliberately.</li> </ul>	<ul style="list-style-type: none"> <li>Able to plan and think through the making process to create 3D forms using a range of materials.</li> <li>Shape materials for a <b>purpose</b>.</li> </ul>	<ul style="list-style-type: none"> <li>In sketchbooks, use collage as a means of collecting and <b>adapting</b> ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks as part of the <b>problem-solving</b> process and make changes to improve their work.</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrate greater control over drawing tools to show awareness of proportion and <b>perspective</b>, continuing to develop use of tone and more intricate mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Mix colours with greater accuracy and begin to consider how colours can be used <b>expressively</b>.</li> <li>Explore <b>contrasting</b> and <b>complimentary</b> colours.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret <b>environmental</b> and <b>manmade</b> patterns and form.</li> <li>Discuss the nature of effects <b>modify</b> and adapt print as work progresses.</li> </ul>	<ul style="list-style-type: none"> <li>Use more complex techniques to <b>mould</b> and form malleable materials, such as the coil pot technique in clay and adding detailed surface <b>decoration</b>.</li> <li>Respond to a stimulus and begin to make choices about materials used to work in 3D.</li> </ul>	<ul style="list-style-type: none"> <li>Work <b>selectively</b>, choosing and adapting collage materials to create contrast and considering overall <b>composition</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Evaluate</b> their work more regularly and independently during the planning and making process.</li> </ul>
5	<ul style="list-style-type: none"> <li>To use a broader range of <b>stimulus</b> to draw from, such as architecture, culture and photography.</li> </ul>	<ul style="list-style-type: none"> <li>Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and <b>applying</b> ideas to their own artworks <i>e.g. making choices about painting surfaces or mixing paint with other materials</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Experienced in producing <b>pictorial</b> and <b>patterned</b> prints.</li> <li>Designs prints for fabrics, book covers and wallpaper</li> </ul>	<ul style="list-style-type: none"> <li>Plan a <b>sculpture</b>, developing an idea in 2D into a three-dimensional piece.</li> <li>Persevere when constructions are challenging and work to <b>problem solve</b> more independently.</li> </ul>	<ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background for effect.</li> <li>Explore how collage can extend original ideas.</li> <li><b>Combine</b> digital effects with other <b>media</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the <b>processes</b> used by themselves and by other artists, and describe the particular <b>outcome</b> achieved.</li> </ul>
6	<ul style="list-style-type: none"> <li>Draw expressively in their own <b>personal style</b> and in <b>response</b> to their choice of stimulus, showing the ability to develop a drawing independently.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a painting from a drawing or other initial stimulus.</li> <li>Manipulate paint and painting techniques to suit a <b>purpose</b>, making choices based on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Builds up drawings and images of whole or parts of items using various techniques <i>e.g. card relief</i></li> <li>Know how to make a <b>positive</b> and a <b>negative print</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</li> <li>Combine materials and techniques appropriately to fit with ideas</li> <li>Confidently problem-solve, <b>edit</b> and <b>refine</b> to</li> </ul>	<ul style="list-style-type: none"> <li>Consider materials, <b>scale</b> and techniques when creating collage and other <b>mixed media</b> pieces.</li> <li>Create collage in response to a stimulus and work collaboratively on a larger scale.</li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned evaluations of their own and others work which takes account of <b>context</b> and <b>intention</b>.</li> </ul>

## Art & Design: Curriculum Skills and Progression Map

			create desired effects and end results.		
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