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| **Fens Primary School, Hartlepool** | **2020-2021** |

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|  | **PROGRAMME OF STUDY: Art and Design**  **Curriculum Map/Progression of Skills** |

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|  | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | | **Year 6** | |  |
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| **Exploring and** |  | Record and explore ideas |  Record and explore ideas from |  Select and record from first hand |  Select and record from first | |  | Select and record from first |  | Select and record from first |  |
| **developing ideas** |  | from first hand observation, | first hand observation, | observation, experience and |  | hand observation, experience |  | hand observation, experience |  | hand observation, experience |  |
|  | experience and | experience and imagination. | imagination, and explore ideas |  | and imagination, and explore |  | and imagination, and explore |  | and imagination, and explore |  |
|  |  |  |  |  |  |
| **(ONGOING)** |  | imagination. |  Ask and answer questions | for different purposes. |  | ideas for different purposes. |  | ideas for different purposes. |  | ideas for different purposes. |  |
|  Ask and answer questions | | about the starting points for |  Question and make thoughtful |  Question and make thoughtful | |  | Question and make thoughtful |  | Question and make thoughtful |  |
|  |  |
|  |  | about the starting points | their work and the processes | observations about starting |  | observations about starting |  | observations about starting |  | observations about starting |  |
|  |  | for their work, and develop | they have used. Develop their | points and select ideas to use in |  | points and select ideas to use |  | points and select ideas and |  | points and select ideas and |  |
|  |  | their ideas. | ideas. | their work. |  | in their work. |  | processes to use in their work. |  | processes to use in their work. |  |
|  |  | Explore the differences |  Explore the differences and |  Explore the roles and purposes of |  Explore the roles and purposes | |  | Explore the roles and purposes |  | Explore the roles and purposes |  |
|  |  | and similarities within the | similarities within the work of | artists, craftspeople and |  | of artists, craftspeople and |  | of artists, craftspeople and |  | of artists, craftspeople and |  |
|  |  | work of artists, craftspeople | artists, craftspeople and | designers working in different |  | designers working in different |  | designers working in different |  | designers working in different |  |
|  |  | and designers in different | designers in different times and | times and cultures. |  | times and cultures. |  | times and cultures. |  | times and cultures. |  |
|  |  | times and cultures. | cultures. |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | |  |  |  | |  |
| **Evaluating and** |  | Review what they and |  Review what they and others |  Compare ideas, methods and |  Compare ideas, methods and | |  |  |  Compare ideas, methods and | |  |
| **developing work** |  | others have done and say | have done and say what they | approaches in their own and |  | approaches in their own and |  |  |  | approaches in their own and |  |
|  | what they think and feel | think and feel about it. E.g. | others’ work and say what they |  | others’ work and say what they |  | Compare ideas, methods and |  | others’ work and say what they |  |
|  |  |  |  |  |
| **(ONGOING)** |  | about it. E.g. Annotate | Annotate sketchbook | think and feel about them. |  | think and feel about them. |  | approaches in their own and |  | think and feel about them. |  |
|  | sketchbook |  Identify what they might |  Adapt their work according to |  Adapt their work according to | |  | others’ work and say what they |  | Adapt their work according to |  |
|  |  |  |  |
|  |  Identify what they might | | change in their current work or | their views and describe how |  | their views and describe how |  | think and feel about them. |  | their views and describe how |  |
|  |  | change in their current | develop in their future work. | they might develop it further. |  | they might develop it further. |  | Adapt their work according to |  | they might develop it further. |  |
|  |  | work or develop in their |  Annotate work in sketchbook. |  Annotate work in sketchbook. |  |  |  | their views and describe how |  |  |  |
|  |  | future work. |  |  |  |  |  | they might develop it further. |  |  |  |
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| **Drawing** |  | Use a variety of tools, inc. |  Layer different media, e.g. |  Experiment with different grades |  Make informed choices in | |  | Use a variety of source |  | Demonstrate a wide variety of |  |
|  |  | pencils, rubbers, crayons, | crayons, pastels, felt tips, | of pencil and other implements. |  | drawing inc. paper and |  | material for their work. |  | ways to make different marks |  |
|  |  | pastels, felt tips, charcoal, | charcoal and ballpoint. |  Plan, refine and alter their |  | media. |  | Work in a sustained and |  | with dry and wet media. |  |
|  |  | ballpoints, chalk and other |  Understand the basic use of a | drawings as necessary. |  Alter and refine drawings and | |  | independent way from |  | Identify artists who have worked |  |
|  |  | dry media. | sketchbook and work out ideas |  Use their sketchbook to collect |  | describe changes using art |  | observation, experience and |  | in a similar way to their own |  |
|  |  Use a sketchbook to | | for drawings. | and record visual information |  | vocabulary. |  | imagination. |  | work. |  |
|  |  | gather and collect |  Draw for a sustained period of | from different sources. |  | Collect images and |  | Use a sketchbook to develop |  Develop ideas using different or | |  |
|  |  | artwork. | time from the figure and real |  Draw for a sustained period of |  | information independently in a |  | mixed media, using a |  |
|  |  |  |  | ideas. |  |  |
|  |  Begin to explore the use of | | objects, including single and | time at their own level. |  | sketchbook. |  |  | sketchbook. |  |
|  |  |  |  |  |  |
|  |  | line, shape and colour e.g.line thickness, dots to demonstrate pattern and texture | grouped objects. |  Use different media to achieve |  Use research to inspire | |  |  |  | Manipulate and experiment |  |
|  |  |  |  Experiment with the visual | variations in line, texture, tone, |  | drawings from memory and |  | Explore the potential properties |  | with the elements of art: line, |  |
|  |  |  | elements; line, shape, pattern | colour, shape and pattern. |  | imagination. |  | tone, pattern , texture, form, |  |
|  |  |  |  |  | of the visual elements, line, |  |  |
|  |  |  | and colour. |  |  | Explore relationships between |  |  | space, colour and shape. |  |
|  |  |  |  |  | tone, pattern, texture, colour |  |  |
|  |  |  |  |  |  | line and tone, pattern and |  |  |  |  |
|  |  |  |  |  |  |  | and shape. |  |  |  |
|  |  |  |  |  |  | shape, line and texture. |  |  |  |  |
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|  | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** | |  |
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| **Painting** |  | Use a variety of tools and |  Mix a range of secondary |  Mix a variety of colours and know |  Make and match colours with | |  Demonstrate a secure |  Create shades and tints using | |  |
|  |  | techniques including the | colours, shades and tones. | which primary colours make |  | increasing accuracy. | knowledge about primary and |  | black and white. |  |
|  |  | use of different brush sizes |  Experiment with tools and | secondary colours. |  Use more specific colour | | secondary, warm and cold, |  | Choose appropriate paint, |  |
|  |  | and types. | techniques, inc. layering, |  Use a developed colour |  | language e.g. tint, tone, | complementary and |  | paper and implements to |  |
|  |  Learn the primary colours and mix and match colours to | | mixing media, scraping | vocabulary. |  | shade, hue. | contrasting colours. |  | adapt and extend their work. |  |
|  |  | artefacts and objects. | through etc. |  Experiment with different effects |  Choose paints and implements | |  Work on preliminary studies to |  Carry out preliminary studies, | |  |
|  |  Work on different scales. | |  Name different types of paint | and textures inc. blocking in |  | appropriately. | test media and materials. |  | test media and materials and |  |
|  |  Mix secondary colours and | | and their properties. | colour, washes, thickened paint |  Plan and create different | |  Create imaginative work from |  | mix appropriate colours. |  |
|  |  | shades |  Work on a range of scales e.g. | etc. |  | effects and textures with paint | a variety of sources. |  Work from a variety of sources, | |  |
|  |  using different types of | | large brush on large paper etc. |  Work confidently on a range of |  | according to what they need |  |  | inc. those researched |  |
|  |  | paint. |  Mix and match colours using | scales e.g. thin brush on small |  | for the task. |  |  | independently. |  |
|  |  | Create different textures | artefacts and objects. | picture etc. |  | Show increasing |  |  Show an awareness of how | |  |
|  |  | e.g. use of sawdust. |  |  |  | independence and creativity |  |  | paintings are created |  |
|  |  |  |  |  |  | with the painting process. |  |  | (composition). |  |
|  |  |  |  |  |  | |  |  |  |  |
| **Printing** |  | Make marks in print with a |  Use a variety of techniques, |  Print using a variety of materials, |  Research, create and refine a | |  Explain a few techniques, inc’ |  | Describe varied techniques. |  |
|  |  | variety of objects, | inc. carbon printing, relief, | objects and techniques including |  | print using a variety of | the use of poly-blocks, relief, |  Be familiar with layering prints. | |  |
|  |  | including natural and | press and fabric printing and | layering. |  | techniques. | mono and resist printing. |  Be confident with printing on | |  |
|  |  | made objects. | rubbings. |  Talk about the processes used to |  Select broadly the kinds of | |  Choose the printing method |  | paper and fabric. |  |
|  |  Carry out different printing | |  Design patterns of increasing | produce a simple print. |  | material to print with in order to | appropriate to task. |  Alter and modify work. | |  |
|  |  | techniques e.g. monoprint, | complexity and repetition. |  to explore pattern and shape, |  | get the effect they want |  Build up layers and |  | Work relatively independently. |  |
|  |  | block, relief and resist |  Print using a variety of | creating designs for printing. |  | Resist printing including | colours/textures. |  |  |  |
|  |  | printing. | materials, objects and |  |  | marbling, silkscreen and |  Organise their work in terms of |  |  |  |
|  |  | Make rubbings. | techniques. |  |  | coldwater paste. | pattern, repetition, symmetry or |  |  |  |
|  |  Build a repeating pattern | |  |  |  |  | random printing styles. |  |  |  |
|  |  | and recognise pattern in |  |  |  |  |  Choose inks and overlay |  |  |  |
|  |  | the environment. |  |  |  |  | colours. |  |  |  |
| **Textiles/collage** |  | Use a variety of techniques, |  Use a variety of techniques, inc. |  Use a variety of techniques, inc. |  Match the tool to the material. | |  Join fabrics in different ways, |  Awareness of the potential of | |  |
|  |  | e.g. weaving, finger knitting, | weaving, French knitting, tie- | printing, dying, quilting, weaving, |  Combine skills more readily. | | including stitching. |  | the uses of material. |  |
|  |  | fabric crayons, sewing and | dyeing, fabric crayons and wax | embroidery, paper and plastic |  Choose collage or textiles as a | |  Use different grades and uses of |  Use different techniques, colours | |  |
|  |  | binca. | or oil resist, appliqué and | trappings and appliqué. |  | means of extending work | threads and needles. |  | and textures etc when designing |  |
|  |  How to thread a needle, | | embroidery. |  Name the tools and materials |  | already achieved. |  Extend their work within a |  | and making pieces of work. |  |
|  |  | cut, glue and trim material. |  Create textured collages from a | they have used. |  Refine and alter ideas and | | specified technique. |  To be expressive and analytical | |  |
|  |  | Create images from | variety of media. |  Develop skills in stitching. Cutting |  | explain choices using an art |  Use a range of media to create |  | to adapt, extend and justify their |  |
|  |  | imagination, experience or |  Make a simple mosaic. | and joining. |  | vocabulary. | collage. |  | work. |  |
|  |  | observation. |  Stitch, knot and use other |  Experiment with a range of media |  Collect visual information from a | |  Experiment with using batik |  |  |  |
|  |  Use a wide variety of | | manipulative skills. | e.g. overlapping, layering etc. |  | variety of sources, describing | safely. |  |  |  |
|  |  | media, inc. photocopied |  |  |  | with vocabulary based on the |  |  |  |  |
|  |  | material, fabric, plastic, |  |  |  | visual and tactile elements. |  |  |  |  |
|  |  | tissue, magazines, crepe |  |  |  Experiments with paste resist. | |  |  |  |  |
|  |  | paper, etc. |  |  |  |  |  |  |  |  |
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| **3d form** |  | Manipulate clay in a variety |  Manipulate clay for a variety of |  Join clay adequately and work |  Make informed choices about | |  Describe the different qualities |  Develop skills in using clay inc. | |  |
|  |  | of ways, e.g. rolling, | purposes, inc. thumb pots, | reasonably independently. |  | the 3D technique chosen. | involved in modelling, sculpture |  | slabs, coils, slips, etc. |  |
|  |  | kneading and shaping. | simple coil pots and models. |  Construct a simple clay base for |  Show an understanding of | | and construction. |  Make a mould and use plaster | |  |
|  |  Explore sculpture with a | |  Build a textured relief tile. | extending and modelling other |  | shape, space and form. |  Use recycled, natural and man- |  | safely. |  |
|  |  | range of malleable media, |  Understand the safety and | shapes. |  Plan, design, make and adapt | | made materials to create |  | Create sculpture and |  |
|  |  | especially clay. | basic care of materials and |  Cut and join wood safely and |  | models. | sculpture. |  | constructions with increasing |  |
|  |  | Experiment with, construct | tools. Experiment with, construct | effectively. |  Talk about their work | |  Plan a sculpture through |  | independence. |  |
|  |  | and join recycled, natural | and join recycled, natural and |  Make a simple papier mache |  | understanding that it has been | drawing and other preparatory |  |  |  |
|  |  | and man-made materials. | man-made materials more | object. |  | sculpted, modelled or | work. |  |  |  |
|  |  Explore shape and form. | | confidently. |  Plan, design and make models. |  | constructed. |  |  |  |  |
|  |  |  |  |  |  Use a variety of materials. | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |