



## Curriculum map - progression in skills - Art & Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring & developing ideas (Ongoing)	<ul style="list-style-type: none"> <li>*Record and explore ideas from first hand observation, experience and imagination.</li> <li>*Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>*Explore the differences and similarities within the work of artists, crafts people and designers in different times and culture.</li> </ul> <p>CAT6 CBT6</p>	<ul style="list-style-type: none"> <li>*Record and explore ideas from first hand observation, experience and imagination.</li> <li>*Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>*Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> <p>CAT6 CBT6</p>	<ul style="list-style-type: none"> <li>*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>*Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p>CAT6 CBT6</p>	<ul style="list-style-type: none"> <li>*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>*Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p>CAT6 CBT6</p>	<ul style="list-style-type: none"> <li>*Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>*Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>*Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</li> </ul> <p>CAT6 CBT6</p>	<ul style="list-style-type: none"> <li>*Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.</li> <li>*Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>*Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.</li> </ul> <p>CAT6 CBT6</p>
Evaluating & developing work (ongoing)	<ul style="list-style-type: none"> <li>*Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.</li> <li>*Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>*Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.</li> <li>*Identify what they might change in their current work or develop in their future work.</li> <li>*Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>*Compare ideas and methods and approaches in their own and other's work and say what they think and feel about them.</li> <li>*Adapt their work according to their views and describe how they might develop it further.</li> <li>*Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>*Compare ideas and methods and approaches in their own and other's work and say what they think and feel about them.</li> <li>*Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>*Compare ideas and methods and approaches in their own and other's work and say what they think and feel about them.</li> <li>*Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>*Compare ideas and methods and approaches in their own and other's work and say what they think and feel about them.</li> <li>*Adapt their work according to their views and describe how they might develop it further.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>*Use a sketchbook to gather and collect artwork.</li> <li>*Begin to explore the use of colour, line and shape.</li> </ul> <p>CAT5 CBT3/4</p>	<ul style="list-style-type: none"> <li>*Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>*Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>*Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>*Experiment with the visual elements: line, shape, pattern and colour.</li> </ul> <p>CAT 1 CBT2</p>	<ul style="list-style-type: none"> <li>*Experiment with different grades of pencil and other implements.</li> <li>*Plan, refine and alter their drawings as necessary.</li> <li>*Use their sketchbook to collect and record visual information from different sources.</li> <li>*Draw for a sustained period of time at their own level.</li> <li>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul> <p>CAT 1 CBT1</p>	<ul style="list-style-type: none"> <li>*Make informed choices in drawing including paper and media.</li> <li>*Alter and refine drawings and describe changes using art and vocabulary.</li> <li>*Collect images and information independently in a sketch book.</li> <li>*use research to inspire drawings from memory and imagination.</li> <li>*Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p>CAT1 CBT1</p>	<ul style="list-style-type: none"> <li>*Use a variety of source material for their work.</li> <li>*Work in a sustained and independent way from observation, experience and imagination.</li> <li>*use a sketchbook to develop ideas.</li> <li>*Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul> <p>CAT1 CBT2</p>	<ul style="list-style-type: none"> <li>*Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>*Identify artists who have worked in a similar way to their own work.</li> <li>*Develop ideas using different or mixed media, using a sketchbook.</li> <li>*Manipulate and experiment with the element of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul> <p>CAT1 CBT2</p>

Painting	<ul style="list-style-type: none"> <li>*Use a variety of tools and techniques including the use of different sized brushes and types.</li> <li>*Mix and match colours to artefacts and objects.</li> <li>*Work on different scales.</li> <li>*Mix secondary colours and shades.</li> <li>*Using different types of paint.</li> <li>*Create different textures e.g. use of sawdust.</li> </ul> <p>CAT3/4 CBT5</p>	<ul style="list-style-type: none"> <li>*Mix a range of secondary colours and tones.</li> <li>*Experiment with tools and techniques inc layering, mixing media, scarping through etc.</li> <li>*Name different types of paint and their properties.</li> <li>**Work on a range of scales, e.g. large brush on large paper</li> <li>*Mix and match colours to artefacts and objects.</li> </ul> <p>CAT3/4 CBT5</p>	<ul style="list-style-type: none"> <li>*Mix a variety of colours and know which primary colours make secondary colours.</li> <li>*Use a developed colour vocabulary.</li> <li>*Experiment with different effect and textures inc blocking in colour, washes, thickened paint etc.</li> </ul> <p>CAT2 CBT2</p>	<ul style="list-style-type: none"> <li>*Make and match colours with increasing accuracy.</li> <li>*Use more specific colour language e.g. tint, tone, hue, shade.</li> <li>*Choose paints and implements appropriately.</li> <li>*Plan and create different effects and textures with paint according to what they need for the task.</li> <li>*Show increasing independence &amp; creativity with the painting process.</li> </ul> <p>CAT2 CBT 2</p>	<ul style="list-style-type: none"> <li>*Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>*Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> </ul> <p>CAT5 CBT1</p>	<ul style="list-style-type: none"> <li>*Create shades and tints using black and white.</li> <li>*Choose appropriate paint paper and implements to adapt and extend work.</li> <li>8*Carry out preliminary studies, test media and materials and mix appropriate colour.</li> <li>*Work from a variety of sources including those researched independently.</li> <li>*Show an awareness of how paintings are created (composition)</li> </ul> <p>CAT5 CBT1</p>
Printing	<ul style="list-style-type: none"> <li>*Make marks in print with a variety of objects including natural and man-made objects.</li> <li>*Carry out different printing techniques e.g. monoprint, block, relief&amp; resist printing.</li> <li>*Make rubbings.</li> <li>*Design patterns of increasing complexity abd repetition abd recognise pattern in the environment.</li> <li>*Print using a variety of materials, objects and techniques.</li> </ul> <p>CAT1 CBT2</p>		<ul style="list-style-type: none"> <li>*Research, create and refine a print using a variety of materials e.g. polystyrene, string and natural objects) and techniques including layering.</li> <li>*talk about the processes used to produce a simple print.</li> <li>*To explore pattern and shape, creating designs for printing.</li> </ul> <p>CAT3/4 CBT3/4</p>		<ul style="list-style-type: none"> <li>*Explain a few techniques including the use of poly bricks, relief, mono and resist printing.</li> <li>*Choose the printing method appropriate to task.</li> <li>*Build up layers, colours and textures.</li> <li>*Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>*Choose inks and overlay colours.</li> <li>*Work relatively independently.</li> </ul> <p>CAT3/4 CBT 3/4</p>	
Textiles & collage		<ul style="list-style-type: none"> <li>*Use a variety of techniques including weaving, tie-dyeing, fabric crayons and wax or oil resist.</li> <li>*Create textured collages from variety of media including photocopied material, fabric, plastic, tissue, magazines and crepe paper etc.</li> <li>*Make a simple mosaic.</li> <li>*Stitch, knot and use other manipulative skills.</li> </ul> <p>CAT5 CBT3/4</p>		<ul style="list-style-type: none"> <li>*Match the tool to the material.</li> <li>*Develop and choose a variety of techniques including printing, dyeing, weaving, embroidery, paper.</li> <li>*Refine and alter ideas and explain choices using an art vocabulary.</li> <li>*Experiment with a range of media e.g. over lapping, layering etc.</li> </ul> <p>CAT3/4 CBT3/4</p>		<ul style="list-style-type: none"> <li>*Awareness of the potential of the uses of materials.</li> <li>*Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>*To be expressive and analytical to adapt, extend and justify their work.</li> <li>*Join fabrics in different ways including stitching.</li> <li>*Experiment with batik safely.</li> </ul> <p>CAT3/4 CBT3/4</p>
3D form	<ul style="list-style-type: none"> <li>*Manipulate clay in a variety of ways e.g. rolling, kneading and shaping.</li> <li>*Explore structure with a range of malleable media especially clay.</li> <li>*Experiment with, construct and join recycled, natural and man-made materials.</li> <li>*Explore shape and form.</li> </ul> <p>CAT2 CBT1</p>	<ul style="list-style-type: none"> <li>*manipulate clay for a variety of purposes including thumb pots, simple coiled pots and models.</li> <li>*Build a texture relief tile.</li> <li>*Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul> <p>CAT2 CBT1</p>	<ul style="list-style-type: none"> <li>*Join clay adequately and work reasonably independently.</li> <li>*Construct a simple clay base for extending and modelling other shapes.</li> <li>*Make a simple papier mache object.</li> <li>*Plan, design and make models.</li> </ul> <p>CAT5 CBT5</p>	<ul style="list-style-type: none"> <li>*Make informed choices about the 3d technique chosen.</li> <li>*Show an understanding of shape, space and form.</li> <li>*plan, design, make and adapt models.</li> <li>*Talk about their understanding that it has been sculptured, modelled or constructed.</li> <li>*Use a variety of materials.</li> </ul> <p>CAT5 CBT5</p>	<ul style="list-style-type: none"> <li>*Describe the different qualities involved in modelling, sculpture, and construction.</li> <li>*Use recycled, natural and man-made materials to create sculpture.</li> <li>*Plan a sculpture through drawing and other preparatory work.</li> </ul> <p>CAT2 CBT5</p>	<ul style="list-style-type: none"> <li>*Develop skills in using clay including slabs, coils, slips etc.</li> <li>*Make a mould and use plaster safely.</li> <li>*Create sculpture and constructions with increasing independence.</li> </ul> <p>CAT2 CBT5</p>

