



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

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

