

## **Art and Design Subject Overview**

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Portraits: Van Gogh and Picasso (Painting)		Beatrix Potter (Drawing)		Artist Study: Charles Rennie Macintosh (Printing)	
<b>Year 2</b>	Self Portrait (Sculpture)		Colour line and pattern (Drawing)	Artist Study: Andy Goldsworthy (Collage)	Artist Study: Georgia O'Keefe (Painting)	
<b>Year 3</b>	Artist Study: David Hockney (Collage)		Stone age art (Drawing/Painting)		Tie-Dye (Textiles)	
<b>Year 4</b>	Artist Study: Abel Rodriguez (Printing)		Artist Study: Yayoi Kusama (Sculpture)		Artist Study: Mary-Ann Rogers (Painting)	
<b>Year 5</b>	Artist Study: Frida Kahlo (Drawing)		Artist Study: Romero Britto (Sculpture)		Artist Study: Collage Art (Collage)	
<b>Year 6</b>	Pop Art: Andy Warhol (Painting)		Ancient Mayans (Textiles and Sculpture)	Artist Study: Monet (Painting)	Pattern and Tessellation (Printing)	

	Autumn term	Spring term	Summer term
<b>Year 1</b>	<b>Portraits: Van Gogh and Picasso</b>  <b>(Painting)</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<b>Beatrix Potter</b>  <b>(Drawing)</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to 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>	<b>Artist Study: Charles Rennie Macintosh</b>  <b>(Printing)</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>
<b>Year 2</b>	<b>Self Portrait</b>  <b>(Sculpture)</b> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<b>Colour line and pattern /</b>  <b>Artist Study: Andy Goldsworthy</b>  <b>(Drawing/Collage)</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>	<b>Artist Study: Georgia O'Keefe</b>  <b>(Painting)</b> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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>

		own work.	
<b>Year 3</b>	<b>Artist Study: David Hockney</b> <b>(Collage)</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<b>Stone age art</b> <b>(Drawing/Painting)</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<b>Tie-Dye</b> <b>(Textiles)</b> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Year 4</b>	<b>Artist Study: Abel Rodriguez</b> <b>(Printing)</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<b>Artist Study: Yayoi Kusama</b> <b>(Sculpture)</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<b>Artist Study: Mary-Ann Rogers</b> <b>(Painting)</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>
<b>Year 5</b>	<b>Artist Study: Frida Kahlo</b>	<b>Artist Study: Romero Britto</b>	<b>Artist Study: Collage Art</b>

	<p><b>(Drawing)</b> Pupils should learn:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p><b>(Sculpture)</b> Pupils should learn:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>	<p><b>(Collage)</b> Pupils should learn:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>
<b>Year 6</b>	<p><b>Pop Art: Andy Warhol</b> <b>(Painting)</b></p>	<p><b>Ancient Mayans /</b> <b>Artist Study: Monet</b> <b>(Textiles/Sculpture/Painting)</b> Pupils should learn:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas. Developing ideas of pattern and texture using a fine pen.</li> <li>to improve their mastery of art and design techniques, including drawing. Pen.</li> <li>about architects and designers in history.</li> </ul>	<p><b>Pattern and Tessellation</b> <b>(Printing)</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting. Mixed media depending on individual choice.</li> <li>about great artists. Van Gogh, Leonardo da Vinci. Looking at pattern in nature and in architecture, linking to Islamic patterns.</li> </ul>

## Skills Progression: Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas	<ul style="list-style-type: none"> <li>Develop and explore new ideas.</li> <li>Share learning and skills with others.</li> <li>Listen to feedback and trying new ways to improve.</li> <li>Respond well to feedback from adults and peers.</li> <li>Describing similarities and differences between their own work and their peers.</li> <li>Use key vocabulary to demonstrate knowledge: work of art, idea, starting point, observe, focus, design, improve.</li> </ul>		<ul style="list-style-type: none"> <li>Develop and confidently explore new ideas.</li> <li>Make first-hand observations.</li> <li>Confidently share learning and skills with others.</li> <li>Show increased resilience and a growth mindset when approaching tasks.</li> <li>Form strategies to approach tasks and question starting points.</li> <li>Give an artistic opinion and suggest improvements.</li> <li>Edit and improve through drafting and adapting work based on feedback.</li> <li>Use key vocabulary to demonstrate knowledge: line, patterns, texture, form, record, detail, question, observe, refine.</li> </ul>		<ul style="list-style-type: none"> <li>Develop and confidently explore new ideas through drafting and adapting work as appropriate.</li> <li>Research and present more detailed information and resources.</li> <li>Build knowledge of artistic techniques through experimenting and predicting.</li> <li>Offer and receive feedback while sharing learning and skills with others.</li> <li>Show increased resilience and a growth mindset when approaching tasks.</li> <li>Form strategies to approach tasks and question starting points.</li> <li>Give an artistic opinion and suggest improvements through critical discussion.</li> <li>Edit and improve through drafting and adapting work based on feedback.</li> <li>Use other aspects of the curriculum in their work to develop new ideas: Computing, English, Science for example.</li> <li>Use key vocabulary to give feedback and to demonstrate knowledge: develop, sketchbook, refine, texture, shape, form, pattern, structure.</li> </ul>	
Drawing	<ul style="list-style-type: none"> <li>Begin to explore drawing techniques and apply their learning: shading, line thickness, pattern, shape and drawing surfaces.</li> <li>Experiment with a range of drawing materials: pen, pencil, crayon, charcoal, pastel.</li> <li>Begin to explore pattern and texture through use of simple shapes.</li> <li>Use key vocabulary to demonstrate knowledge: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>		<ul style="list-style-type: none"> <li>Develop knowledge of drawing techniques and tools: including using pencils of different hardness.</li> <li>Explore new methods of creating an effect: tone, texture, light, shade and pattern.</li> <li>Experiment with shading both light and dark to create detailed effects.</li> <li>Use and explore a wide range of tools for drawing including pastels, chalk, felt tips, marker pens, fine liners.</li> <li>Show a developing awareness of structure and space when drawing.</li> <li>Use key vocabulary to demonstrate knowledge: portrait, light, dark, hardness, tone, shadow, line, pattern, texture, form, shape, tone, outline, effect, blend.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to use and explore a variety of tools and explore new techniques: e.g. layering, perspective, viewpoints.</li> <li>Become more confident with previous techniques: shading thick and thin lines, creating light and dark.</li> <li>Accurately use vocabulary within their learning.</li> <li>Use sketchbooks to improve and hone their skills.</li> <li>Explore new methods of creating an effect: shadows, reflection, hatching, cross-hatching.</li> <li>Depict movement and perspective in drawings.</li> <li>Select tools carefully to perform a function and be able to reflect on their own artistic choices.</li> <li>Develop knowledge of drawing techniques and tools: including using pencils of different hardness.</li> <li>Use key vocabulary to demonstrate knowledge: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ul>	
Painting	<ul style="list-style-type: none"> <li>Develop a proficiency in different painting techniques.</li> <li>Use painting to develop ideas and promote imagination.</li> <li>Name primary and secondary colours.</li> <li>Experiment with a variety of painting tools.</li> <li>Begin to understand colour mixing to form secondary colours as well as forming tints and shades.</li> <li>Use key vocabulary to demonstrate knowledge: primary colour, secondary colour, neutral colours, tint, shade, tone, warm, cool, watercolour wash, sweep, dab, brushstroke, blend, tools, form, imagination.</li> </ul>		<ul style="list-style-type: none"> <li>Develop a proficiency for different painting techniques.</li> <li>Improve mastery of techniques through utilizing different materials.</li> <li>Experiment with a variety of brush techniques to create shapes, textures, patterns and lines.</li> <li>Develop a deeper understand of colour mixing while use technical vocabulary: tint, shade, tone, primary, secondary.</li> <li>Use key vocabulary to demonstrate knowledge: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>		<ul style="list-style-type: none"> <li>Develop proficient skill in different painting techniques.</li> <li>Improve mastery of techniques through utilizing different materials effectively.</li> <li>Create an appropriate colour palette using their knowledge of colour mixing.</li> <li>Make use of a range of paint types to create aesthetically pleasing results.</li> <li>Use key vocabulary to demonstrate knowledge: mix, line, blend, tone, shape, abstract, absorb, colour, perspective, style, symbol.</li> </ul>	

Sculpture	<ul style="list-style-type: none"> <li>Use a range of materials for sculpting and experiment with joining and constructing e.g. clay, straw, card.</li> <li>Use a variety of techniques: rolling, cutting, pinching.</li> <li>Use a variety of shapes, lines, textures.</li> <li>Use key vocabulary to demonstrate knowledge: sculpture, statue, model, work, work of art, 3D, sculptor, carving, shapes, materials, geometric.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials (including clay) for sculpting and continue to experiment with joining and constructing.</li> <li>Ask questions to improve their knowledge to challenge the limits of their designing capabilities e.g. How can we make it higher?</li> <li>Use a range of tools to add texture, pattern and shape in their work.</li> <li>Cut, make and combine shapes to make recognisable forms and add detail.</li> <li>Use key vocabulary to demonstrate knowledge: rectangular, concrete, terrace, architect, 2D, shape, form, shadow, light, puppet.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials (including clay) for sculpting and continue to experiment with joining and constructing.</li> <li>Become more independent and increasingly confident when creating with familiar materials.</li> <li>Plan and design a sculpture.</li> <li>Use tools and materials to carve and sculpt a variety of patterns, textures and shapes.</li> <li>Develop cutting and joining skills through using new materials to make 3D sculptures e.g. wire, coils, wood and cardboard.</li> <li>Use key vocabulary to demonstrate knowledge: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>
Collage	<ul style="list-style-type: none"> <li>Explore collage through creating a variety of images using different materials including: card, felt, newspaper, magazines.</li> <li>Explore, sort and arrange materials to improve their work.</li> <li>Use a combination of materials which have been cut, torn and glued.</li> <li>Add texture and shape through mixing materials and shapes.</li> <li>Use key vocabulary to demonstrate knowledge: collage, squares, gaps, mosaic, features, colour, cut, arrange, glue.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore collage through creating a variety of images using different materials including: card, felt, newspaper, magazines.</li> <li>Explore, sort and arrange materials with purpose to create a particular effect.</li> <li>Learn and improve upon techniques to compliment growing knowledge: overlapping, tessellation, montage and mosaic.</li> <li>Select colour and materials fit for purpose and begin to justify artistic choices.</li> <li>Edit and improve work throughout the process to ensure precision.</li> <li>Use key vocabulary to demonstrate knowledge: texture, shape, form, pattern, mosaic, overlapping, tessellation, montage, artistic choice.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore collage through creating a variety of images using different materials.</li> <li>Sort a range of materials for purpose and justify use of colour and patterns.</li> <li>Develop understanding of techniques used in LKS2 and develop use of mixed media.</li> <li>Add collage to a painted, printed or computer-made background.</li> <li>Plan and design a collage and confidently justify artistic choices.</li> <li>Use key vocabulary to demonstrate knowledge: shape, form, arrange, fix, justify, mixed media.</li> </ul>
Textiles	<ul style="list-style-type: none"> <li>Observe and practice a variety of techniques: weaving, dyeing and plaiting.</li> <li>Explore different textiles, embellishing and decorating.</li> <li>Utilise glue or stitching as fastening tools.</li> <li>Use key vocabulary to demonstrate knowledge: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, dye, wax, resist, crayon, ink, apply, set.</li> </ul>	<ul style="list-style-type: none"> <li>Develop weaving and colouring fabric skills.</li> <li>Explore stitching independently.</li> <li>Select appropriate materials and justify their choice.</li> <li>Practice and improve upon a variety of techniques: printing, dyeing, weaving and stitching.</li> <li>Develop cutting and joining skills.</li> <li>Use key vocabulary to demonstrate knowledge: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop weaving, overlapping and layering techniques.</li> <li>Experiment with a range of media to create texture, effect and colour.</li> <li>Add detailed decoration for a purpose.</li> <li>Use key vocabulary to demonstrate knowledge: colour, fabric, weave, pattern, mixed media, overlapping, layering.</li> </ul>
Printing	<ul style="list-style-type: none"> <li>Experiment with shapes, textures and patterns.</li> <li>Use repeated patterns and different materials.</li> <li>Copy and replicate simple designs.</li> <li>Demonstrate a range of techniques such as: rolling, pressing, stamping and rubbing.</li> <li>Use key vocabulary to demonstrate knowledge: colour, shape, printing, printmaking, woodcut, objects, fruit.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of printing blocks and explore shape and texture.</li> <li>Create their own printing tools.</li> <li>Layer a print using multiple colours.</li> <li>Copy and replicate more complex designs.</li> <li>Create repeated patterns and tessellate with precision.</li> <li>Use key vocabulary to demonstrate knowledge: line, pattern, texture, colour, shape, block printing, ink, roller, tessellate, layer.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently create printing blocks and tiles.</li> <li>Reflect of artistic choices including colour and shape.</li> <li>Create and arrange accurate and detailed patterns.</li> <li>Develop techniques in mono, block and relief printing.</li> <li>Use key vocabulary to demonstrate knowledge: hammering, pattern, shape, tile, colour, arrange, collagraphy.</li> </ul>

## Artist study

- Study the techniques and processes different artists use.
- Describe and compare the work of notable artists and designers.
- Be inspired by the work of others to create their own work.
- Learn from the work of a diverse range of artists.

- Continue to study the techniques and processes different artists use.
- Describe and compare the work of notable artists and designers, giving opinions.
- Be inspired and replicate the work of others.
- Reflect on their work and consider how to develop their skills.
- Refer to techniques and the effect they have created.
- Learn from the work of a diverse range of artists.

- Develop a wider knowledge of the work of famous artists.
- Give detailed observations about the work of famous artists in history.
- Name the work of famous artists and recall facts about famous artists and designers.
- Continue to study the techniques and processes different artists use.
- Describe and compare the work of notable artists and designers, giving opinions.
- Be inspired and replicate the work of others with greater skill.
- Carefully reflect on their work and consider how to hone their skills.
- Refer to techniques and the effect they have created.
- Learn from the work of a diverse range of artists.