



ART CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION



National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
Use sketch books to record observations and use them to review and revisit ideas	<p>Children start to use sketchbooks to record and develop ideas.</p> <p>In class discussions, children express their thoughts and emotional responses to their own art work and to the work of their peers.</p>	<p>Children continue to use sketchbooks for planning, trying out ideas, collecting source materials and for practising colour mixing.</p> <p>In discussions, children review their own and others work, expressing thoughts and feelings and identifying ways in which their work could be developed further.</p> <p>Begin to record these discussions and ideas in sketchbooks.</p>	<p>Children use sketchbooks to revisit and improve their work after identifying possible changes and improvements.</p> <p>Annotations should include comments on how their work has been improved and how it could be improved further still.</p> <p>Annotations to include vocabulary appropriate to the skills and techniques which they have used.</p>	<p>Children continue to use sketchbooks to collect and record a wider range of visual information and resource materials.</p> <p>Over a sequence of lessons, children will experiment with ideas and adapt their work, annotating and commenting on their adaptations and on their thought processes with increasing confidence and with a wider range of vocabulary.</p>
Learn about great artists, architects and designers in history.	<p>Use inspiration from a famous artist to replicate a piece of work.</p> <p>Recognise and describe how a famous artist uses colour, pattern and shape.</p>	<p>Use inspiration from a famous artist to create their own piece of art work, (Antony Gormley/Georgia O`Keefe).</p> <p>Use appropriate language and artistic terms to analyse the work of famous artists, presenting their likes and dislikes and giving reasons.</p>	<p>Use their knowledge of a famous artist to reflect upon their own style and the techniques used in their own work.</p>	<p>Identify some famous artists by style and palette choices.</p> <p>Compare/contrast styles of different artists and designers from different movements and historical periods.</p> <p>Offer facts about notable artists and designers lives.</p>

<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Drawing: Use different grades of pencil to draw different forms and shapes.</p> <p>Use different materials to draw: felt tips/chalks/pastels/charcoal.</p> <p>Painting: Use light and dark within paintings and show understanding of primary and complimentary colours.</p> <p>Mix colours with increasing confidence</p> <p>Clay/sculpture/3D: Experiment with clay using pinch/slab/coil techniques.</p>	<p>Drawing: Continue to experiment with different grades of pencil to achieve variations in tone and texture.</p> <p>Use shading to show light and shadow.</p> <p>Depict movement in drawings.</p> <p>Painting: Use different brush techniques to create shape, textures, patterns and lines.</p> <p>Mix colours and shades of colour effectively.</p> <p>Clay/Sculpture/3D: Create simple sculptures from clay using joining and decorative techniques.</p>	<p>Drawing: Work in a sustained and independent way to create more detailed drawings.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop simple perspective in their work using a single focal point and horizon.</p> <p>Develop photography and image editing techniques.</p> <p>Develop simple printing techniques.</p> <p>Painting: Mix and match colours to create atmosphere and light effects.</p> <p>Create a colour palette, demonstrating mixing techniques.</p> <p>Clay/Sculpture/3D: Use materials to add shape, texture and pattern to a 3D model.</p>	<p>Drawing: Work in a sustained and independent way to develop their own style of drawing. This style may be through development of: line, tone, pattern, texture.</p> <p>Use a variety of techniques for different effects: shadows, reflections, hatching and cross-hatching.</p> <p>Develop an awareness of composition, scale and proportion.</p> <p>Painting: Work in a sustained and independent way to develop their own style of painting. This may be through the development of colour, tone and shade.</p> <p>Use a range of paints including oil paints, acrylics and water colours.</p> <p>Clay/Sculpture/3D: Develop and refine 3D sculpture techniques.</p>
<p>VOCABULARY</p>	<p>Line: thick, thin, soft, hard, broad, narrow, horizontal, vertical, shape, detail</p> <p>Tone: contrast</p> <p>Colour/pattern: soft, hard, light, dark</p> <p>Primary colours, warm, cold, contrasting</p>		<p>Line: outline, form, shape, texture, proportion, composition, scale</p> <p>Tone and texture: shading, hatching, blending</p> <p>Primary/secondary/complimentary colours, shades, vibrant, vivid, deep, intense</p> <p>Abstract, background, foreground, middle ground</p>	