Progression of Skills and Curriculum Map
Subject area: Art and Design
Curriculum Leader: Sarah Davey
(Art objectives will be incorporated within the learning in other subject areas)

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Generic skills	Pupils should talk about the starting points for their work and record and explore ideas from first- hand observations. Pupils should be able to develop their ideas and learn the through experimentation.

Pupils can explore the work of artists, craftspeople and designers from different times and cultures. Through this they will also see there are differences and similarities.

Pupils can look at their own work and that of others, discussing what they have done and expressing how they feel about each piece.

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Pupils can look at their own work and that of others, discussing what they have done and expressing how they feel about each piece.

Pupils should be given | Pupils should use their imaginations, observations and experiences to create work. They should explore using different ideas and methods to create for different purposes.

Through discussions pupils should consider what has inspired them and which techniques would best enable their ideas to be created.

Pupils should be able to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Pupils can compare ideas, methods and approaches in their own and others' work and | Pupils should use their imaginations, observations and experiences to create work. They should explore using different ideas and methods to create for different purposes.

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the opportunity to identify what they might change in their current work or develop in future work.	the opportunity to identify what they might change in their current work or develop in future work.	say what they think and feel about them. Pupils can then adapt their work according to their views and describe how they might develop it further. Pupils should have their own sketchbooks to record their ideas and see progression in their work.	think and feel about them. Pupils can then adapt their work according to their views and describe how they might develop it further. Pupils should have their own sketchbooks to record their ideas and see progression in their work.	think and feel about them. Pupils can then adapt their work according to their views and describe how they might develop it further. Pupils should have their own sketchbooks to record their ideas and see progression in their work.	think and feel about them. Pupils can then adapt their work according to their views and describe how they might develop it further. Pupils should have their own sketchbooks to record their ideas and see progression in their work.

Drawing						
Pupils should have the opportunity to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and control the types of marks made with the range of media.

Pupils should explore different ways of using pencils to create lines, marks and shapes. Pupils should observe and make drawings as well as drawing from memory and using their own imaginations.

Pupils should investigate tone by drawing light and dark lines, patterns and shapes.

Pupils should explore different textures, describing them and experiencing making rubbings and copying textures. | Pupils should have the opportunity to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and control the types of marks made with the range of media.

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Pupils should explore different textures, describing them and experiencing making rubbings and copying textures | Through a range of projects and activities pupils should experiment with ways in which surface detail can be added to drawings.

Pupils should use their sketchbooks to collect and record visual information from different sources. Pupils should be given the time to draw for a sustained period at an appropriate level.

Pupils should experiment with making marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. They should be able to experiment with different grades of pencil and other implements to create lines and marks.

Pupils can experiment with different grades of pencils to draw different forms and shapes and begin to show an | Through a range of projects and activities pupils should experiment with ways in which surface detail can be added to drawings.

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Pupils can experiment with different grades of pencils to draw different forms and shapes and begin to show an | Pupils should now work from a variety of sources including observation, photographs and digital images. Pupils should work in a sustained and independent way to create a detailed drawing.

With guidance pupils can develop close observation skills using a variety of view finders. They should use their sketchbooks to collect and develop ideas.

Pupils should explore and identify artists who have worked in a similar way to their own work.

Pupils should use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Pupils can explore colour mixing and blending techniques | Pupils should now experiment with watercolour pencils to make different marks, lines, patterns, textures and shapes. They should explore colour mixing and blending techniques with water coloured pencils.

Pupils should use different techniques for different purposes i.e. shading, hatching within their own work and start to develop their own style using tonal contrast and mixed media.

Pupils can begin to use simple perspective in their work using a single focal point and horizon.

Pupils can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. |

| | | | awareness of objects having a third dimension.

Pupils should be given the opportunity to apply tone in a drawing in a simple way. They should also explore creating different textures with a wide range of drawing implements. | awareness of objects having a third dimension.

Pupils should be given the opportunity to apply tone in a drawing in a simple way. They should also explore creating different textures with a wide range of drawing implements. | with coloured pencils and use different techniques for different purposes i.e. shading, hatching within their own work.

With encouragement pupils should start to develop their own style using tonal contrast and mixed media.

Pupils can now begin to use simple perspective in their work using a single focal point and horizon.
They can begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background. | |

Painting	Pupils should be given the opportunity to use a variety of tools and techniques including different brush sizes and types. They should mix and match colours to artefacts and objects. Pupils should name different types of paint and their properties. Pupils should explore working on different scales and experiment with tools and techniques e.g. layering, mixing media. Through colour mixing activities pupils can identify the primary colours by name and explore shades and tones. Pupils should investigate creating textured paint by adding sand, plaster and other media.	Pupils should be given the opportunity to use a variety of tools and techniques including different brush sizes and types. They should mix and match colours to artefacts and objects. Pupils should name different types of paint and their properties. Pupils should explore working on different scales and experiment with tools and techniques e.g. layering, mixing media. Through colour mixing activities pupils can identify the primary colours by name and explore shades and tones. Pupils should investigate creating textured paint by adding sand, plaster and other media.	Pupils should experiment with different effects and textures including blocking in colour, washes and thickened paint to create textural effects. Through discussions pupils should consider their tools, for example choosing a small paint brush for finer details. Or tools to create to create texture according to the project they are working on. Pupils can mix colours and should know which primary colours make secondary colours, using more specific language. They should mix and use tints and shades	Pupils should experiment with different effects and textures including blocking in colour, washes and thickened paint to create textural effects. Through discussions pupils should consider their tools, for example choosing a small paint brush for finer details. Or tools to create to create texture according to the project they are working on. Pupils can mix colours and should know which primary colours make secondary colours, using more specific language. They should mix and use tints and shades	Pupils should now develop a painting from a drawing. This process will include trying out different media and materials and mixing appropriate colours. Pupils can create their own imaginative work from a variety of sources e.g. an observational drawing, a chosen theme, poetry or music. Pupils can mix and match colours to create atmosphere and light effects. They should be able to identify primary, secondary, complementary and contrasting.	Pupils should now develop a painting from a drawing. This process will include trying out different media and materials and mixing appropriate colours. Pupils can create their own imaginative work from a variety of sources e.g. an observational drawing, a chosen theme, poetry or music. Pupils can mix and match colours to create atmosphere and light effects. They should be able to identify primary, secondary, complementary and contrasting

Printing	Pupils should have the opportunity to print with a range of hard and soft materials e.g. corks, pen barrels, sponges. They should explore making simple marks on rollers and printing palettes as well as making simple prints through mono -printing. Pupils can investigate roll printing ink over found objects to create patterns e.g. plastic mesh or stencils. Pupils should explore and recognise patterns in the environment and build their own repeating patterns. As well as make rubbings to collect textures and patterns.	Pupils should have the opportunity to print with a range of hard and soft materials e.g. corks, pen barrels, sponges. They should explore making simple marks on rollers and printing palettes as well as making simple prints through mono -printing. Pupils can investigate roll printing ink over found objects to create patterns e.g. plastic mesh or stencils. Pupils should explore and recognise patterns in the environment and build their own repeating patterns. As well as make rubbings to collect textures and patterns.	Pupils should explore creating printing blocks using a relief or impressed method and create repeating patterns. Pupils can print with two colour overlays and investigate and talk about the effects.	Pupils should explore creating printing blocks using a relief or impressed method and create repeating patterns. Pupils can print with two colour overlays and investigate and talk about the effects.	Pupils should create printing blocks by simplifying an initial sketch book idea of their choice. They can use relief or impressed methods. Pupils can create prints with three overlays and talk about the effects for future art projects. Pupils should explore working into prints with a range of media e.g. pens, colour pens and paints.	Pupils should create printing blocks by simplifying an initial sketch book idea of their choice. They can use relief or impressed methods. Pupils can create prints with three overlays and talk about the effects for future art projects. Pupils should explore working into prints with a range of media e.g. pens, colour pens and paints.

| Textiles | Pupils should explore textiles through matching and sorting fabrics and threads, looking at colour, texture, length, size and shape.

Pupils should investigate how to change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting.

Pupils can be guided to cut and shape fabric using scissors. They can then apply shapes with glue or by stitching as well as decorating using beads, buttons, feathers and other media.

Pupils should explore how colour can be applied through printing, dipping fabric and using fabric crayons and pens.

Pupils can create and use simple dyes, e.g. tea, coffee and beetroot juice.

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Pupils should experience simple | Pupils can explore a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

Pupils should be able to match the tool to the material and develop skills in stitching, cutting and joining. | Pupils can explore a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

Pupils should be able to match the tool to the material and develop skills in stitching, cutting and joining. | Pupils can now use fabrics to create 3D structures.

Pupils should be able to use different grades of threads and needles.

Pupils can experiment with batik techniques and talk about the effects.

Pupils should experiment with a range of media to overlap and layer creating interesting colours and textures and effects. | Pupils can now use fabrics to create 3D structures.

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Pupils can experiment with batik techniques and talk about the effects.

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	weaving activities.	weaving activities.				

| 3-D and sculpture | Pupils should manipulate malleable materials in a variety of ways including rolling and kneading. They can then create a simple pot, tile or 3D model.

Pupils should be made aware of safety and the basic care of materials and tools.

Pupils can experiment with constructing and joining recycled, natural and manmade materials.

Pupils should explore changing the surface of a malleable material for example creating a textured tile. | Pupils should manipulate malleable materials in a variety of ways including rolling and kneading. They can then create a simple pot, tile or 3D model.

Pupils should be made aware of safety and the basic care of materials and tools.

Pupils can experiment with constructing and joining recycled, natural and manmade materials.

Pupils should explore changing the surface of a malleable material for example creating a textured tile. | Pupils should plan, design and make models from observation or their own imaginations.

Pupils should be able to join clay adequately and construct a simple base for extending and modelling other shapes.

Pupils should explore creating surface patterns and textures in a malleable material.

Pupils should investigate using papier mache to create a simple 3D object. | Pupils should plan, design and make models from observation or their own imaginations.

Pupils should be able to join clay adequately and construct a simple base for extending and modelling other shapes.

Pupils should explore creating surface patterns and textures in a malleable material.

Pupils should investigate using papier mache to create a simple 3D object. | Pupils should plan, shape, form, model and construct from observation or using their imaginations for ideas.

Pupils should use recycled, natural and man- made materials to create sculptures.

Pupils can now plan a sculpture through using their drawings, discussing ideas and considering the work of others.

Pupil should develop their skills in using clay, exploring slabs, coils and slips.

Pupils should explore and produce intricate patterns and textures in a malleable media. | Pupils should plan, shape, form, model and construct from observation or using their imaginations for ideas.

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Collage	Pupils should create images from a variety of media, photos, photocopies, fabric, crepe paper, magazines etc….	Pupils should create images from a variety of media, photos, photocopies, fabric, crepe paper, magazines etc….	Pupils should experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Pupils should experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Pupils can now add collage to a painted, printed or drawn background using a range of media.	Pupils can now add collage to a painted, printed or drawn background using a range of media.
	Pupils should arrange and glue materials to different backgrounds.	Pupils should arrange and glue materials to different backgrounds.	As pupils use collage as a means of collecting ideas and information they should be encouraged to build a visual vocabulary, talking about the techniques they are using, and the materials used.	As pupils use collage as a means of collecting ideas and information they should be encouraged to build a visual vocabulary, talking about the techniques they are using, and the materials used.	Pupils should explore different techniques, colours and textures when designing and making pieces of work. They can use collage as a means of extending work from initial ideas.	Pupils should explore different techniques, colours and textures when designing and making pieces of work. They can use collage as a means of extending work from initial ideas.
	Pupils should sort and group materials for different purposes within their work. Thinking about colour and texture.	Pupils should sort and group materials for different purposes within their work. Thinking about colour and texture.				
	Pupils should fold, crumple, tear and overlap papers and work on different scales.	Pupils should fold, crumple, tear and overlap papers and work on different scales.				

Digital media	Pupils should explore ideas using digital sources. Pupils can explore creating art using digital technology. Pupils should have the opportunity to use a simple graphics package to create images and effects. Within a program pupils can explore lines by changing the size of brushes and create shapes using colours, fillers and erasers to adapt their work.	Pupils should explore ideas using digital sources. Pupils can explore creating art using digital technology. Pupils should have the opportunity to use a simple graphics package to create images and effects. Within a program pupils can explore lines by changing the size of brushes and create shapes using colours, fillers and erasers to adapt their work.	Pupils should record and collect visual information using various types of digital technology. Pupils can present recorded visual images using appropriate software. Pupils should use a graphics package to create images and effects. Exploring lines by controlling the brush tool with increased precision and changing the type of brush to create different styles. Pupils should experiment with colours, shapes and textures by making an appropriate choice of special effects and using simple filters to manipulate and create images for a particular purpose.	Pupils should record and collect visual information using various types of digital technology. Pupils can present recorded visual images using appropriate software. Pupils should use a graphics package to create images and effects. Exploring lines by controlling the brush tool with increased precision and changing the type of brush to create different styles. Pupils should experiment with colours, shapes and textures by making an appropriate choice of special effects and using simple filters to manipulate and create images for a particular purpose.	Pupils should record, collect and store visual information using digital devices. They should present recorded visual images using appropriate software. Pupils should use a graphics package to create and manipulate new images. They should be able to import an image into a graphics package and understand that a digital image is created by layering. Pupils should explore creating layered images from their own original ideas.	Pupils should record, collect and store visual information using digital devices. They should present recorded visual images using appropriate software. Pupils should use a graphics package to create and manipulate new images. They should be able to import an image into a graphics package and understand that a digital image is created by layering. Pupils should explore creating layered images from their own original ideas.