

**Bitterne CE Primary School**  
**Curriculum Map: Art & Design**



The Art and Design Curriculum consists of 18 units from Year 1 to Year 6, along side the Continuous Provision during the EYFS.

Year Group	Unit Title (Skills and Knowledge)		Context of Learning	Recommended Session Length
1	Drawing	Y1 WR Link	Vincent Van Gough - starry night silhouette	5 lessons
	Colour	Y1 WR Link	Georgia O'Keefe - watercolours	5 lessons
	Sculpture / Ceramics	Y2 WR Link	Michelangelo - under the sea	5 lessons
2	Print Making	Y2 WR Link	Andy Warhol - polystyrene print pop art	5 lessons
	Drawing	Y1 WR Link	[no artist] Coats of Arms - castles	5 lessons
	Colour	Y1 WR Link	Namalemba - shadow picture	5 lessons
3	Drawing		Ton Schulten - sketching and painting buildings	5 lessons
	Colour		Hokusai - volcanoes	5 lessons
	Ceramics	Y3 WR Link	[no artist] - Coil pots	5 lessons
4	Ceramics	Y3 WR Link	[no artist] - Slab pots	5 lessons
	Print Making		Tudors - repeating patterns	5 lessons
	Colour		Monet - coastal watercolours	5 lessons
5	Colour		Derain, Seruat - pointillism paintings	5 lessons
	Collage	Y4 WR Link	[flexible]	5 lessons
	Sculpture		[no artist] Ancient Greece - tin foil sculptures	5 lessons
6	Collage	Y4 WR Link	Christina Saj - dry pastels and PVA glue	5 lessons
	Sculpture	Y5 WR Link	[no artist] The Environment - junk modelling	5 lessons
	Drawing		[no artist] WW2 - pencil sketch	5 lessons

## National Curriculum for Art and Design

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

### Key stage 2

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

### Oak National Units

<u>Key Stage 1</u>	<u>Key Stage 2</u>
<ul style="list-style-type: none"><li>• Year 1 - Drawing</li><li>• Year 1 - Painting</li><li>• Year 2 - Printmaking</li><li>• Year 2 - Sculpture</li></ul>	<ul style="list-style-type: none"><li>• Year 3 - Creative craft</li><li>• Year 3 - Ceramics (clay)</li><li>• Year 4 - Collage</li><li>• Year 4 - Textiles</li><li>• Year 5 - Photography</li><li>• Year 5 - Instillation / site-specific art</li><li>• Year 6 - Digital / new media</li><li>• Year 6 - Design / graphic design</li></ul>

### Key Strands

Generating ideas	Making	Evaluating	Underpinning Knowledge and Understanding
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<b>Generating ideas</b>		
<b>Year Group</b>	<b>Progression of Skills and Knowledge</b>	<b>Contextual Information</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Can recognise that ideas and emotions can be expressed in the context of learning - for example: through drawing and the medium of paint.</li> <li>- Can experiment with a wide variety materials, featuring drawing and painting resources, with an open mind to create different effects (for instance, they enthusiastically try out and use all materials that are presented to them).</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Can try out different techniques of processes within the particular medium of art and make sensible choices about what to do next.</li> <li>- Can recognise that ideas, thoughts and emotions can be visually expressed through their craft work.</li> <li>- Can experiment and explore with a wide variety of processes, materials and tools to explore ideas in their particular medium, trying out different activities and make sensible choices about what to do next.</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Can gather and review information, references and resources related to their ideas and intentions for the medium that they are using.</li> <li>- Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- Can select and use relevant resources and references to develop their ideas for their current craft project (for example: designing and making collages or textiles).</li> <li>- Can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- Can engage in open ended research and exploration in the process of initiating and developing their own personal ideas for their craft project (e.g. photography, textiles project, sculpture).</li> <li>- Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>- Can independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>- Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).</li> </ul>	

<b>Making</b>		
<b>Year Group</b>	<b>Progression of Skills and Knowledge</b>	<b>Contextual Information</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Can transfer exploratory work to develop personal ideas on a variety of surfaces and scale.</li> <li>- Can try out a range of techniques, materials and processes to demonstrate recognition of different qualities and characteristics of the materials</li> <li>- Can use drawing materials purposefully to achieve particular characteristics or qualities.</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Can deliberately choose to use particular techniques for a given purpose (contextually based to the resources being used within the topic), exercising some care and control over the range of materials they use (for instance, they do not accept the first mark but seek to re fine and improve).</li> <li>- Can develop exploratory work (learning about and through using materials) to develop a personal response when using a range of materials.</li> <li>- Can use a range of materials and joining techniques to demonstrate a recognition of different qualities and characteristics of the materials, such as deliberately choose to use particular techniques for a given purpose.</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>- Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work.</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- Can investigate the nature and qualities of different materials and processes systematically.</li> <li>- Can apply the technical skills they are learning to improve the quality of their craft project (for example: in painting they select and use different brushes for different purposes).</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps).</li> <li>- Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>- Can independently take action to refine their technical skills in order to improve their mastery of materials and techniques.</li> <li>- Can independently select and effectively use relevant processes in order to create successful and finished work.</li> </ul>	

<b>Evaluating</b>		
<b>Year Group</b>	<b>Progression of Skills and Knowledge</b>	<b>Contextual Information</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used.</li> <li>- Express their feelings about their experiences, using full sentences, with modelling and support from the teacher.</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Can show interest in and describe what they think about the drawings of others.</li> <li>- Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas.</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- When looking at creative work, can express clear preferences and give some basic artistic reasons for these (for instance, be able to say "I like that because...").</li> <li>- Can talk about their own work, and the work of their peers, describing processes and developing confidence to articulate their own thoughts and ideas.</li> <li>- Can use drawing to record ideas and experience.</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Can take the time to reflect upon what they like and dislike about their work in order to develop their ideas further (for instance, they think carefully before explaining to their teacher what they like and what they will do next).</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- Can regularly reflect upon their own craft work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>- Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</li> </ul>	

<b>Underpinning Knowledge and Understanding</b>		
<b>Year Group</b>	<b>Progression of Skills and Knowledge</b>	<b>Contextual Information</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation and discussion.</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Can recognise and describe some simple characteristics of different kinds of the art medium (e.g. drawing), from different histories and cultures, including contemporary</li> <li>- Can name the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> <li>- Begins to use the language of art connected to their current medium in their discussions.</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Know how to recognise and describe key characteristics of their art medium, from different histories and cultures, including contemporary art.</li> <li>- Can talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) - for example: form, shape and volume when related to 3D shape.</li> </ul>	

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>- Know about and describe the work of some artists, craftspeople, architects and designers.</li> <li>- Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work.</li> <li>- Know about and describe the work of some artists, craftspeople, architects and designers for the particular medium / style of artwork (e.g. ceramics, painting style).</li> </ul>	
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.</li> <li>- Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ul>	
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>- Can describe the processes they are using and how they hope to achieve high quality outcomes.</li> <li>- Know how to research and discuss the ideas and approaches of various artists, craftspeople, photographers, designers and architects, taking account of their particular cultural context and intentions.</li> </ul>	
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>- Can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, photographers, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>- Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>	