

Art Curriculum Map – progression of skills

Class 2 Year B

| | Autumn Art and design skills | Spring Formal elements of Art | Summer Sculpture and mixed media (Theme: Superheroes) |
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| Skills drawing | Explore mark making, experiment with drawing lines and use 2D shapes to draw. | Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. | Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. |
| Skills painting | Develop skill and control when painting. Paint with expression. | Further improve skill and control when painting. Paint with creativity and expression. | Further improve skill and control when painting. Paint with creativity and expression. |
| Skills Craft, design, materials and technique | Learn a range of materials and techniques such as clay, sketching, printing and collage. | Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. | Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. |
| Skills Sketch books | Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. | Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. | Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. |
| Skills Creating original artwork | Explore and create ideas for purposes and intentions. | Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. | Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. |
| Skills colour | Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. | Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. | Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. |

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| Skills form | Learn about form and space through making sculptures and developing language. | Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. | Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. |
| Skills line | Use, express and experiment with line for purpose, then use appropriate language to describe lines. | Draw lines with increased skill and confidence. Use line for expression when drawing portraits. | Draw lines with increased skill and confidence. Use line for expression when drawing portraits. |
| Skills pattern | Understand patterns in nature, design and make patterns in a range of materials. | Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. | Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own. |
| Skills shape | Identify, describe and use shape for purpose. | Compose geometric designs by adapting the work of other artists to suit their own ideas. | Compose geometric designs by adapting the work of other artists to suit their own ideas. |
| Skills texture | Use materials to create textures. | Identify and describe different textures. Select and use appropriate materials to create textures. | Identify and describe different textures. Select and use appropriate materials to create textures. |
| Skills tone | Understand what tone is and how to apply this to their own work. | Experiment with pencils to create tone. Use tone to create form when drawing. | Experiment with pencils to create tone. Use tone to create form when drawing. |
| Skills Comparing work | Recognise and describe key features of their own and other's work. | Compare other's work, identifying similarities and differences. | Compare other's work, identifying similarities and differences. |

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| Skills reflecting | Describe what they feel about their work and the art of others. | Describe choices and preferences using the language of art. | Describe choices and preferences using the language of art. |
| Knowledge | <p>To understand that sketchbooks are for developing ideas and trying things out To explore colour when printing Experiment with paint mixing to make a range of secondary colours To make a print To draw with different media Understand that artists can tell stories with their work</p> <p>Louis Wain Wassily Kandinsky Renata Bernal Ilya Bolotowsky</p> | <p>To create repeating patterns To explore different textures To create a picture using collage and frottage To draw using tone to create a 3D effect To apply an understanding of tone to create a 3D drawing To apply an understanding of tone to create a 3D drawing</p> <p>Max Ernst Ed Ruscha Georges Seurat</p> | <p>To create 3D human forms To draw faces that express different emotions To work together to create a large piece of artwork To work together to create a large scale artwork</p> <p>Roy Lichtenstein</p> |
| Vocabulary | Pattern, shape, Kaleidoscope, texture, space, shade, hue, primary colour, secondary colour, form, print, 2D shape, 3D shape, abstract, contemporary, drawing mediums, narrative, Louis Wain, Wassily Kandinsky, Renata Bernal, Ilya Bolotowsky | Rubbing, texture, pattern, repeating, frottage, collage, contrast, 3D, observational drawing, shading, shadow, tone, planets, Mercury, Venus, Earth, Mars, Saturn, Uranus, Jupiter, Neptune, Pluto, Max Ernst, Ed Ruscha, Georges Seurat | Superhero, pose, wire, limbs, torso, joints, Emoji, face, features, comic, pop art, primary colours, tone, print, colour wash, pastels, shadowing, Roy Lichtenstein |