

**Long Marston School**



**Art Curriculum Map – Knowledge, Skills and Vocabulary**

**Progression of skills**

**Class 2 Year A**

	<b>Autumn Formal elements of Art (Y1)</b>	<b>Spring Art and Design Skills (Y2)</b>	<b>Summer Human Form (Y2)</b>
<b>Skills drawing</b>	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.
<b>Skills painting</b>	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.
<b>Skills Craft, design, materials and technique</b>	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.
<b>Skills Sketch books</b>	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.
<b>Skills Creating original artwork</b>	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.
<b>Skills colour</b>	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.
<b>Skills form</b>	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.
<b>Skills line</b>	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.

<b>Skills</b> 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.
<b>Skills</b> 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.
<b>Skills</b> 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.
<b>Skills</b> 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.
<b>Skills</b> 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.
<b>Skills</b> 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.
<b>Knowledge</b>	To create abstract art To know how to create different types of lines To explore line and mark-making to draw water To learn about colours To paint with colour  Beatriz Milhazes (abstract) Bridget Riley (drawing) David Hockney (drawing) Vija Celmins (drawing) Jasper Johns (painting)	I can use my hands as a tool for making To learn to weave To apply painting skills when working in the style of an artist To explore the use of tone in shading To develop painting skills To experience drawing for pleasure  Clarice Cliff (design) Nancy McCroskey (mural)	To create body sculptures To draw and decorate a skull To create a collage To create a self-portrait To create a 3D figure based on a significant person from history  Damien Hirst (drawing) Julian Opie (portraits) Edwina Bridgeman

<b>Vocabulary</b>	Abstract art, composition, line, waves, primary colour, secondary colour, shapes, pencil, chalk, observation, media, drawing, painting, shape, texture, tone, pattern, line, sketch book, similarities, differences, Beatriz Milhazes, Bridget Riley, David Hockney, Vija Celmins, Jasper Johns	Clay, tile, paper, weave, pattern, design, paint, concentric circles, silhouette, plates, shade, sketch, rollercoaster, brush, draw, rub out, Clarice Cliff, Nancy McCroskey	Alphabet, letter forms, dextrous, Damien Hirst, skull, pattern, sketch, trace, face, features, beauty, collage, self-portrait, Julian Opie, Edwina Bridgeman, pegs, figures
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