



East Tilbury Primary School's Art & Design Curriculum Map

Year 1	HT1	HT2	HT3	HT4	HT5	HT6
<p>Art</p> 	<p><u>Drawing</u> Make your mark</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Understand how artists choose materials based on their properties in order to achieve certain effects. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. 		<p><u>Sculpture and 3D</u> Paper Play</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 		<p><u>Painting and Mixed media</u> Colour Splash</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	

	<ul style="list-style-type: none"> Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 		
Year 2			
	<p><u>Craft and Design</u> Map it Out</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists 	<p><u>Painting and Mixed Media</u> Life in Colour</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to 	<p><u>Sculpture and 3D</u> Clay Houses</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art,

	<p>are sometimes commissioned to create art.</p> <ul style="list-style-type: none"> • Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. 	<p>begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made. 	<p>recognising some of the techniques used.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.
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Year 3	<p><u>Painting and Mixed Media</u> Prehistoric Painting</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p>	<p><u>Sculpture and 3D</u> Abstract Shape and Space</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Making skills:</p>	<p><u>Drawing</u> Growing Artists</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p>
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	<ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Confidently use a range of materials and tools, selecting and using these appropriately with more independence. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. <p>Evaluating and analysing:</p>	<ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
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	<ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. 	
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Year 4	<p><u>Drawing</u> Power Prints Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things 	<p><u>Painting and Mixed media</u> Light and Dark Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and 	<p><u>Craft and Design</u> Ancient Egyptian Scrolls Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
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	<p>using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. 	<p>annotations, planning and taking the next steps in a making process.</p> <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process. 	<p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
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Year 5			
	<p><u>Sculpture and 3D</u> Interactive installation</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have 	<p><u>Drawing</u> Make My Voice Heard</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe 	<p><u>Craft and Design</u> Architecture at work</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able

	<p>influenced their creative work.</p> <ul style="list-style-type: none"> • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. <p><u>Painting and Mixed Media</u> Portraits</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials 	<p>how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>to describe how the cultural and historical context may have influenced their creative work.</p> <ul style="list-style-type: none"> • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.
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and working towards an outcome more independently.

Making skills:

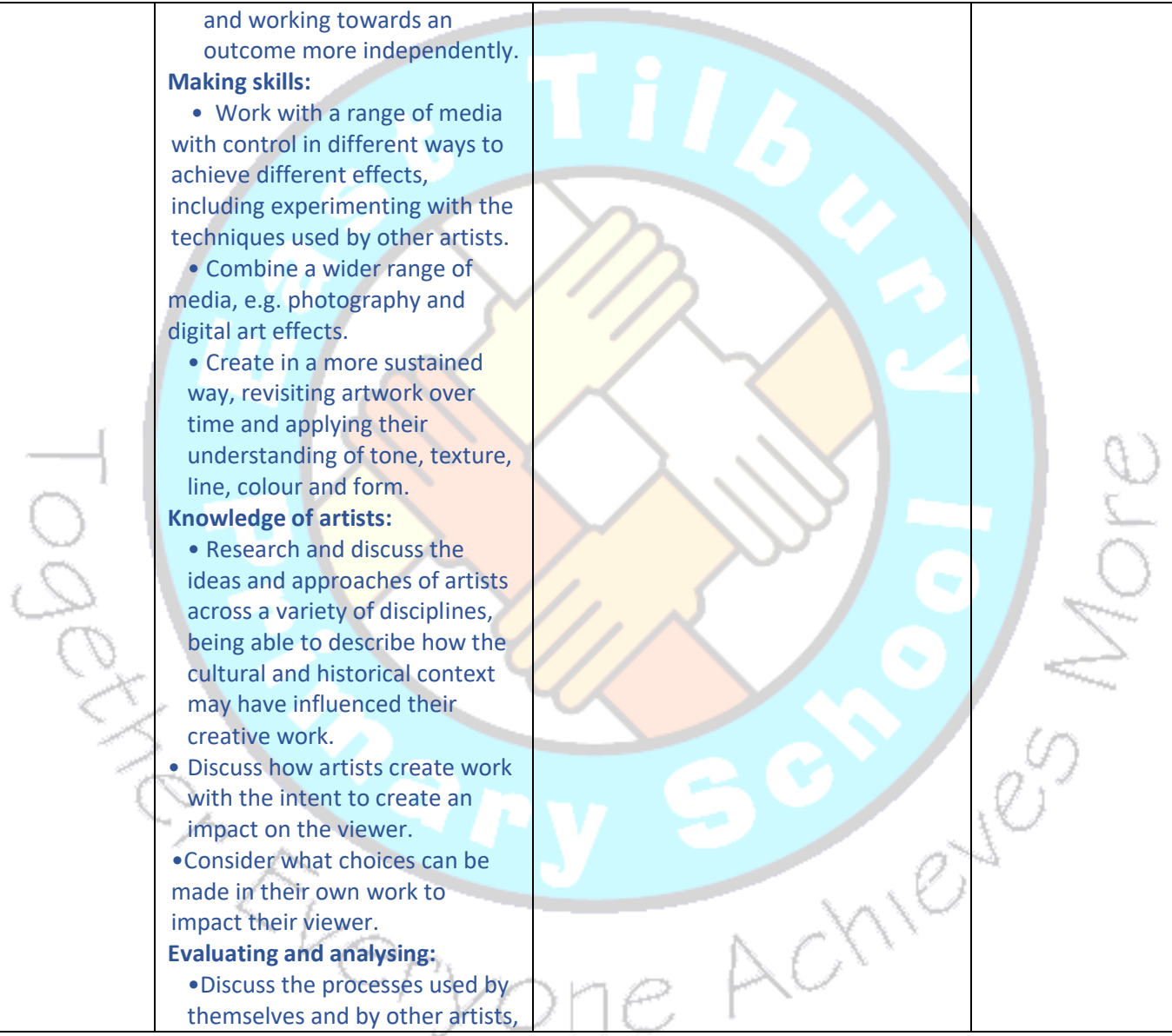
- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
- Combine a wider range of media, e.g. photography and digital art effects.
- Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.


Knowledge of artists:

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.

Evaluating and analysing:

- Discuss the processes used by themselves and by other artists,



	<p>and describe the particular outcome achieved.</p> <ul style="list-style-type: none"> • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 		
Year 6			
	<p><u>Craft and Design</u> Photo Opportunity</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. <p>Knowledge of artists:</p>	<p><u>Drawing</u> I need Space</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. 	<p><u>Sculpture and 3D</u> Making Memories</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a

	<ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and 	<ul style="list-style-type: none"> • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work 	<p>piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative
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	make improvements to their work.	solutions and make improvements to their work. <ul style="list-style-type: none">• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.• Art can represent abstract concepts, like memories and experiences.• Sometimes people make art to create reactions• People use art as a means to reflect on their unique characteristics.
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