



Art & Design – Learning Map

Year Group	Knowledge and Skills to be taught:				Learning Opportunities:
	<i>Generating Ideas Skills of Designing & Developing Ideas</i>	<i>Making Skills of Making Art, Craft and Design</i>	<i>Evaluating Skills of Judgement and Evaluation</i>	<i>Knowledge and understanding Acquiring and applying knowledge to inform progress</i>	
EYFS	1. Work purposefully responding to colours, shapes, materials etc. 2. Create simple representations of people and other things	3. Work spontaneously and enjoy the act of making/creating 4. Sustain concentration and control when experimenting with tools and materials	5. Recognise and describe key features of their own and others' work	6. Know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. Explain what they are doing	<ul style="list-style-type: none"> • Have open ended creative / junk modelling areas following clear design process • Deconstructed role play • Mark making
Year 1	1. Recognise that ideas can be expressed in art work 2. Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)	3. Try out a range of materials and processes and recognise that they have different qualities 4. Use materials purposefully to achieve particular characteristics or qualities	5. Show interest in and describe what they think about the work of others	6. Recognise and describe some simple characteristics of different kinds of art, craft and design 7. Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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
Year 2	<p>1. Try out different activities and make sensible choices about what to do next</p> <p>2. Use drawing to record ideas and experiences</p>	<p>3. Deliberately choose to use particular techniques for a given purpose</p> <p>4. Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve)</p>	<p>5. When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</p>	<p>6. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>7. Be able to 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)</p>	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Learn 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
Year 3	<p>1. Gather and review information, references and resources related to their ideas and intentions. 2. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p>	<p>3. Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>4. Select, and use appropriately, a variety of materials and</p>	<p>5. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</p>	<p>6. Describe the work of some artists, craftspeople, architects and designers</p> <p>7. Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example

		techniques in order to create their own work.			pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.
Year 4	<p>1. Select and use relevant resources and references to develop their ideas.</p> <p>2. 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.)</p>	<p>3. Investigate the nature and qualities of different materials and processes systematically.</p> <p>4. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</p>	5. Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	<p>6. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>7. Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>• Create sketch books to record their observations and use them to review and revisit ideas</p> <p>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.</p>
Year 5	<p>1. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>2. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p>	<p>3. Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)</p> <p>4. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p>	5. Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	<p>6. Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p>7. Describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p>• Create sketch books to record their observations and use them to review and revisit ideas</p> <p>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.</p>

<p>Year 6</p>	<p>1. Independently develop a range of ideas which show curiosity, imagination and originality 2. 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)</p>	<p>3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 4. Independently select and effectively use relevant processes in order to create successful and finished work</p>	<p>5. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p>	<p>6. Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. Use the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) • Learn about great artists, architects and designers in history.
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