



## XII Apostles RCPS – Art Curriculum Mapping and Progression of Skills

Year Group	Focus	Topic/artist	Outcomes	Key Vocabulary	Further Vocabulary
Reception	Drawing/ designing: 3D modelling	Vivien Westwood (eg. Jewellery making)	<b>Expressive Arts and Design</b> <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used	<b>colour</b> <b>paint/painting</b> <b>model/modelling</b> <b>mixing</b> <b>collage</b>	primary secondary techniques dripping/flicking/ rolling jewellery form
	Art/ collage	Kandinsky and Mondrian (eg. castle collage)	<b>Physical Development</b> <u>Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing		
	Art/ painting	Jackson Pollock	<b>Understanding the World</b> <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.		
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Year 1	Art – Sculpture	Andy Goldsworthy	<b>Generating Ideas</b> - Skills of Designing & Developing Ideas: <ul style="list-style-type: none"> <li>recognise that ideas can be expressed in art work</li> <li>experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</li> </ul>	<b>sculpture</b> <b>3D</b> <b>tone</b>	natural man made composition

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<b>Year 1</b>	Design – 3D modelling	African Art	<b>Making Skills</b> - of Making Art, Craft and Design: <ul style="list-style-type: none"> <li>try out a range of materials and processes and recognise that they have different qualities</li> <li>use materials purposefully to achieve particular characteristics or qualities</li> </ul> <b>Evaluating</b> - Skills of Judgement and Evaluation: <ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> </ul> <b>Knowledge and understanding</b> - Acquiring and applying knowledge to inform progress: <ul style="list-style-type: none"> <li>know how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ul>	<b>technique form</b>	mask natural man made
<b>Year Group</b>	<b>Focus</b>	<b>Topic/ artist</b>	<b>Disciplinary Knowledge Substantive Knowledge</b>	<b>Key Vocabulary</b>	<b>Further Vocabulary</b>
<b>Year 2</b>	Art - Painting	William Turner	<b>Generating Ideas</b> - Skills of Designing & Developing Ideas: <ul style="list-style-type: none"> <li>try out different activities and make sensible choices about what to do next</li> <li>use drawing to record ideas and experiences</li> </ul> <b>Making Skills</b> - of Making Art, Craft and Design: <ul style="list-style-type: none"> <li>deliberately choose to use particular techniques for a given purpose</li> <li>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)</li> </ul> <b>Evaluating</b> - Skills of Judgement and Evaluation: <ul style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</li> </ul> <b>Knowledge and understanding</b> - Acquiring and applying knowledge to inform progress: <ul style="list-style-type: none"> <li>know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</li> <li>to 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)</li> </ul>	sketch shadow printing pattern stitching	overlying mood
<b>Year 2</b>	Design: Textiles	Kath Kidston			repeat applique stitching

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Year 3	Art - Painting	Cave Paintings Stone Age Ancient Art	<b>Generating Ideas</b> - Skills of Designing & Developing Ideas: <ul style="list-style-type: none"> <li>gather and review information, references and resources related to their ideas and intentions</li> <li>use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ul> <b>Making Skills</b> - of Making Art, Craft and Design: <ul style="list-style-type: none"> <li>develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques</li> <li>select, and use appropriately, a variety of materials and techniques in order to create their own work</li> </ul> <b>Evaluating</b> - Skills of Judgement and Evaluation: <ul style="list-style-type: none"> <li>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)</li> </ul> <b>Knowledge and understanding</b> - Acquiring and applying knowledge to inform progress: <ul style="list-style-type: none"> <li>know about and describe the work of some artists, craftspeople, architects and designers</li> <li>to be able to explain how to use some of the tools and techniques they have chosen to work with</li> </ul>	<b>tint</b> <b>shade</b> <b>texture</b> <b>graphics</b> <b>abstract</b>	hue
Year 3	Art – Digital	Van Gogh			purpose
Year 3	Design – Graphics	Adidas and Puma (Sports Logo)			perspective logo purpose
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Year 4	Design - Printing	William Morris	<b>Generating Ideas</b> - Skills of Designing & Developing Ideas: <ul style="list-style-type: none"> <li>select and use relevant resources and references to develop their ideas</li> </ul>	<b>surface</b> <b>hue</b> <b>batik</b>	Tjanting wax

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<b>Year 4</b>	Design - Sculpture	Ancient Greek masks	<ul style="list-style-type: none"> <li>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> <p><b>Making Skills</b> - of Making Art, Craft and Design:</p> <ul style="list-style-type: none"> <li>investigate the nature and qualities of different materials and processes systematically</li> <li>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)</li> </ul> <p><b>Evaluating</b> - Skills of Judgement and Evaluation:</p> <ul style="list-style-type: none"> <li>regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve</li> </ul> <p><b>Knowledge and understanding</b> - Acquiring and applying knowledge to inform progress:</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, craftspeople, 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>	<b>observation model</b>	emotion express
<b>Year Group</b>	<b>Focus</b>	<b>Topic/ artist</b>	<b>Disciplinary Knowledge Substantive Knowledge</b>	<b>Key Vocabulary</b>	<b>Further Vocabulary</b>
<b>Year 5</b>	Art – Printing	Linked to Seasons (A Range of Artists)	<p><b>Generating Ideas</b> - Skills of Designing &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information</li> </ul> <p><b>Making Skills</b> - of Making Art, Craft and Design:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<b>perspective composition purpose evaluate media</b>	surface
<b>Year 5</b>	Design – Architecture	Antoni Gaudi			join form relief

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			<ul style="list-style-type: none"> <li>use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul> <p><b>Evaluating</b> - Skills of Judgement and Evaluation:</p> <ul style="list-style-type: none"> <li>regularly analyse and reflect on their progress taking account of what they hoped to achieve</li> </ul> <p><b>Knowledge and understanding</b> - Acquiring and applying knowledge to inform progress:</p> <ul style="list-style-type: none"> <li>research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions</li> <li>know how to describe the processes they are using and how they hope to achieve high quality outcomes</li> </ul>		
Year Group	Focus	Topic/artist	Disciplinary Knowledge Substantive Knowledge	Key Vocabulary	Further Vocabulary
Year 6	Art & Design – Printing/ Painting	Versace	<p><b>Generating Ideas</b> - Skills of Designing &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>independently develop a range of ideas which show curiosity, imagination and originality</li> <li>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> <p><b>Making Skills</b> - of Making Art, Craft and Design:</p> <ul style="list-style-type: none"> <li>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</li> <li>independently select and effectively use relevant processes in order to create successful and finished work</li> </ul> <p><b>Evaluating</b> - Skills of Judgement and Evaluation:</p> <ul style="list-style-type: none"> <li>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> <p><b>Knowledge and understanding</b> - Acquiring and applying knowledge to inform progress:</p>	<p><b>textiles</b> <b>digital</b> <b>mood</b> <b>proportion</b> <b>portrait</b></p>	line fabric
Year 6	Art – Digital Media	David Hockney			media hue tint

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			<ul style="list-style-type: none"> <li>• know how to 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</li> <li>• know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>		
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