


Art & Design Curriculum Map

EYFS	Early Learning Goals				
	The development of children should be expected to have been attained by the end of the EYFS and is defined by early learning goals (ELGs). They should not be used as a curriculum or in any way limit the wide variety of rich experiences that are crucial to child development				
	<p>Expressive Arts & Design - The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>				
	<p>Being Imaginative and Expressive (Range 5 - Autumn)</p> <ul style="list-style-type: none"> Do you observe the child noticing and mirroring the actions of other children of adults? Do you observe the child being imaginative in their play? Do you observe the child reflecting personal experiences in their play? Do you observe making representations on both imaginary and real-life ideas, people or events? 		<p>Creating with Materials (Range 5 - Autumn)</p> <ul style="list-style-type: none"> Can you use these tools safely? How could you change this colour? Which colours could you mix? Can you draw a shape? Can you draw a face? Do you notice the child playing and exploring cause and effect? 		
	<p>Being Imaginative and Expressive (Range 6 - Spring)</p> <ul style="list-style-type: none"> Does the child respond imaginatively to different art forms, suggesting how it feels or what it reminds them of? Do you observe the child using a variety of art forms? 		<p>Creating with Materials (Range 6 - Spring)</p> <ul style="list-style-type: none"> What materials might you need to make what you are planning? How could you use these materials? What would they be useful to make? Can you show me a happy dance? How would your movement change if you felt sad? 		
	Communication and Language (Summer)				
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen and respond to instructions with relevant questions, comments and actions (whole group discussions and small group interactions). Clarify their understanding with questions. 	<p>Speaking</p> <ul style="list-style-type: none"> Participate in small group and class discussions. Verbalise their own ideas. Can offer explanations of why things might happen. <p>Express their ideas and feelings about their experiences.</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen and respond to instructions with relevant questions, comments and actions (whole group discussions and small group interactions). Clarify their understanding with questions. 	<p>Speaking</p> <ul style="list-style-type: none"> Participate in small group and class discussions. Verbalise their own ideas. Can offer explanations of why things might happen. <p>Express their ideas and feelings about their experiences.</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen and respond to instructions with relevant questions, comments and actions (whole group discussions and small group interactions). Clarify their understanding with questions. 	


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Making Skills (Procedural Knowledge)	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.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line	Learn and apply new drawing techniques such as negative drawing, expression, sketching and still life
	Painting	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
	Craft, design, materials and techniques	Learn a range of materials and techniques such as clay-etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay	Use materials such as paper weaving and other craft skills to design and make products. Start to look at architectural skills in design.	Make art from recycled materials, create sculptures, create using a range of materials. Learn how to display and present work	Create mixed media art using a range of materials. Select materials for a purpose. Understand design in architecture.	Create and make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
	Knowing and applying the formal elements	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. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artist's work. Use colour to add depth and light to work.	Select and mix more complex colours to depict thoughts and feelings
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.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form


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 Dartmoor MULTI ACADEMY TRUST			Year 1 By the end of year 1 pupils will have had the opportunity to:	Year 2 By the end of year 2 pupils will have had the opportunity to:	Year 3 By the end of year 3 pupils will have had the opportunity to:	Year 4 By the end of year 4 pupils will have had the opportunity to:	Year 5 By the end of year 5 pupils will have had the opportunity to:	Year 6 By the end of year 6 pupils will have had the opportunity to:
Making Skills (Procedural Knowledge)	Knowing and applying the formal elements	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 drawing texture.	Express and describe organic and geometric forms through different types of line.	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line.	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
		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.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
		Shape	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	Create compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.
		Texture	Use materials to create textures	Identify and describe different textures. Select and use appropriate materials to create textures.	Analyse and describe texture within artists' work	Use a range of materials to express complex textures.	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
Generating Ideas (Conceptual Knowledge) Explore ideas and feelings and experiences	Sketchbooks Use sketchbooks throughout the year to record rough ideas and experiments	To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.	


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Generating Ideas (conceptual Knowledge) Explore ideas and feelings and experiences	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.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes	Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
Knowledge (Factual Knowledge) Learn about great artists and craft and design. Learn how artists use the formal elements of art	Artists, craft persons, designers and architecture	Study the work of the artists: Piet Mondrian Beatriz Millhazes Bridget Riley Orla Kiely Claude Monet Katsushika Hokusai Valeriane Leblond Mister Finch	Study the work of the artists: Cori Dantini Clarice Cliff Andy Goldsworthy Henri Matisse Jo Taylor Vincent Van Gogh	Study the work of the artists: James Rizzi MC Escher Charles Rennie Mackintosh Alexander Calder Jo Taylor	Study the work of the artists: William Morris Luz Perez Ojeda Paul Cezanne	Study the work of the artists: Gustave Galliebotte Louise Bourgeois Friedensreich Hunderwasser	Study the work of the artists: Sandra Silberzweig Georgia O'Keeffe Claude Monet MC Escher Joan Miro Pablo Picasso
Evaluation (Metacognitive knowledge) Evaluate and analyse own and others work	Identify similarities and differences to others' work	Recognise and describe key features of their own and other's work.	Compare other's work, identifying similarities and differences	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art
	Reflecting	Describe what they feel about their work and the art of others.	Describe choices and preferences using the language of art	Reflecting on their own work in order to make improvements	Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices.	Give reasoned evaluations of their own and others work which takes account of context and intention.

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Language/Vocabulary	Making Skills (Formal Elements & Art Skills)	Colour & Tone	Primary and secondary colours, tones, energy, warm and cool colours	Blending, shading, 3D illusion, range of shade and light, smudge, blend, Layering Scraping,	Colour schemes, Tonal Charts, Colour spectrum Contrasting colours Complementary colours	Analogous Complex Complimentary Colour wash	Circling Finger & multi tool blend, sponge work	Brush strokes, tones, colour theories, speaking with colour, historical colours
		Line & Pattern	Light touch, erase change, outline outlines, wavy, vertical, horizontal, cross hatch, texture	precise, straight, curved, edge, silhouette, horizontal, vertical, template, overlay, detail	Variations in Line, light and dark. Plain, busy, boring, energy, Scale Symmetry Grades of pencil, charcoal	Scumbling, Hatching, Cross-Hatching, Value, Pressure	Sgraffiti Contour Hatching Accent Lines Focal Point Direction, Stippling	Still life drawing, Shading, detail, accuracy,
		Shape & Form	2D & 3D Form, geometric, natural forms	Contours, outlines, modelling, decoration, texture, objects, natural shapes	Man-made objects, Grades of pencil Blocking	Movement, expressions, narrative in form	Fine detail, shapes within shapes, manipulation of form	Smooth, rough, texture surfaces, limitations of material, timings
		Craft & Design	Shapes, interpretation of subject and design, composition, placement	Detail, modelling, collage, decorate, proportion, collaborate, repeat pattern weave, over-and-under, woven, reverse, warp, weft, background	scaling, texture, design, adapt, make, source, variation, reflection, refine	Repetition, colour wash, imagery, narrative	Visual language, design for purpose, communication, design brief, collaborate, advertising, unique Selling Point, packaging, product, media, criteria	Commissions, briefs, narration, discussions of elemental forms, justification, explanation,
		Sculpture & Mixed Media	Clay, ceramic, 3D form, mark making, texture, pattern., spiral, curves, rolling, pinching, joining	Relief, cutting, circles, scoring, slip Artefact Objects	Wire, bend, shape, decorate, balance, construct, tissue paper, bleed, fix, position, lines, detail, smooth, pattern, symmetry,	Geometry shapes, pitch, collage, relief, slip, form, 3D 3D imagery	Armature, support, weight distribution, top heavy, angles, weight supporting, contours	Ideas and inspiration from other forms, combination, manipulation, sculpt, tools, choices

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Language/Vocabulary	Generating Ideas	Observational sketching, Imagination Inspiration Differences and similarities, Artist Craft maker, Designer, Realistic and Unrealistic Jewellery Repetition	Observational sketching, Imagination Inspiration Differences and similarities, Artist Craft maker, Designer, Realistic and Unrealistic Repetition Mixed Media Mixing colours, range of media,	Observational sketching, Imagination Inspiration Differences and similarities, Artist Craft maker, Designer, architect, adapt Realistic and Unrealistic, variation, tonal charts, thoughts, notes, sketches, improvements, colour, collaborative,	Observational sketching, Imagination Inspiration Differences and similarities, Artist Craft maker, Designer, architect, adapt Realistic and Unrealistic, variation, tonal charts, thoughts, notes, sketches, improvements, colour, collaborative, Paper types	Comparison Contrast Media Study Experiences Imagination Starting Points Inspiration Artistic Study Preliminary Studies Properties Reflecting Distance Symbolic Subtle Annotate Ideas	Purpose Manipulate Dry media Wet media Digital media Independent Research Range Sources Critique Constructive Criticism Test Atmosphere Representation on Engaging Consistent Inconsistent Delicate Flowing Vibrant
	Knowledge	Many of the artist's names will be very challenging for pupils to read at this age. Abstract Art Composition Printing Seasonal tones	Many of the artist's names will be very challenging for pupils to read at this age. Composition Balance Construction Acrylic, water colour paint,	Some of the artist's names may be challenging for pupils to read at this age. Fixative Patterns that are crowded. Colours that are flat, natural colours and materials, opaque and translucent.	Many of the artist's names may be challenging for pupils to read at this age. Constructive Drawing Perspective Foreground Middle Ground Optical Illusions	Some of the artist's names may be challenging for some of the children to read Cubism Art	Some of the artist's names may be challenging for some of the children to read Dry media Wet media Mixed media Textural Properties Combinations Rule of Thirds Angles Deciphering Shadow/Highlights Graduation of Tones