



## KS2 Art and Design Curriculum Map 2023-2024

	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Objectives</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>			
<b>Drawing</b>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how to show facial expressions in art.</li> <li>• Know how to use different grades of pencil to shade and to show different tones and textures.</li> <li>• Know how to use sketches to produce a final piece of art.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how to use sketchbooks to experiment with different texture.</li> <li>• Know how to use sketchbooks to help create facial expressions.</li> <li>• Know how to integrate digital images into artwork.</li> <li>• Know and understand how to use photographs to create reflections.</li> <li>• Know how to show facial expressions and body language in sketches and paintings.</li> <li>• Know how to use marks and lines to show texture in art.</li> <li>• Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Know and understand using marks and lines to produce textures.</li> <li>• Know and understand shades to create mood and feeling.</li> <li>• Know and understand different media to create emotion in art.</li> <li>• Know how to use images created, scanned, and found; altering them where necessary to create art.</li> </ul>	



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	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To use different grades of pencil shade to show different tones and texture.</li> <li>To use their sketch books to express feelings about a subject and to describe likes and dislikes.</li> <li>To make notes in their sketch books about techniques used by artists.</li> <li>To write an explanation of their sketch in notes.</li> <li>To suggest improvements to their work by keeping notes in their sketch books.</li> <li>To use their sketches to produce a final piece of work.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Shape</li> <li>Form</li> <li>Colour</li> <li>Line</li> <li>Tone</li> <li>Pattern</li> <li>3D</li> <li>Space</li> <li>Shade</li> <li>Cross hatch</li> <li>Viewpoint</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To begin identifying and draw simple objects using marks and lines to produce texture.</li> <li>To begin explaining why they have chosen specific materials to draw with.</li> <li>To use their sketch books to express their feelings about various subjects and outline likes and dislikes.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Line</li> <li>Contour – define edges of objects, cross contour – flow over form of object</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To identify and draw simple objects and use marks and lines to produce texture.</li> <li>To organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>To explain why they have chosen specific materials to draw with.</li> <li>To successfully use shading.</li> <li>To express their emotions accurately through their painting and sketches.</li> <li>To show reflections</li> <li>To use their sketch book to compare and discuss ideas with others.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Perspective</li> <li>Scale</li> <li>Proportion</li> <li>Natural and made forms</li> </ul>	
<p><b>Painting</b></p>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to use a range of brushes to create different effects in painting.</li> <li>Know how to create a background using a wash.</li> </ul>		<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to express emotion in art.</li> <li>Know how to use shading to create mood and feeling.</li> <li>Know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know which media to use to create maximum impact.</li> <li>Know and explain the art used and how it has been influenced by a famous artist.</li> </ul>



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	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To predict with accuracy the colours that they mix.</li><li>• To say where each of the primary and secondary colours sits on the colour wheel.</li><li>• To create a background using a wash.</li><li>• To use a range of brushes to create different effects.</li></ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Tint</li><li>• Hue</li><li>• Tone</li><li>• Warm/cold colours</li><li>• Viewfinder</li><li>• Figurative</li><li>• Opaque</li><li>• Translucent</li><li>• Complimentary colours</li></ul>		<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To create a range of moods in their paintings through the medium of music.</li><li>• To express their emotions accurately through their painting and sketches.</li></ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Acrylic</li><li>• Technique</li><li>• Texture</li><li>• Synaesthesia</li><li>• Colour music</li><li>• Abstract</li></ul>	<ul style="list-style-type: none"><li>• Know and understand what a specific artist is trying to achieve in any given situation.</li><li>• Know and understand why art can be very abstract and what message the artist is trying to convey.</li><li>• Know and explain the different techniques of distortion (physically by pushing their face into unusual shapes with their hands, cutting into and rearranging, ripping, cutting into strips and reflections in different shaped objects).</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To use a wide range of techniques in their work.</li><li>• To choose specific painting techniques?</li><li>• To explain what their own style is.</li></ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Distortion</li><li>• Human form – pose, gesture Contortion</li><li>• Transform</li><li>• Abstract</li><li>• Vary</li><li>• Portray</li><li>• Representation</li><li>• Depict</li></ul>
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<b>Collage</b>		<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"><li>• Know and explain what collage is.</li><li>• Know how to create collage using torn images.</li><li>• Know that the subjects dominates the pictures.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To create their own collage using torn and/or cut images.</li><li>• To create a background.</li><li>• To show a domineering subject.</li></ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Found objects</li><li>• Natural</li><li>• Man-made</li><li>• Reclaimed</li><li>• Subject</li><li>• Composition.</li></ul>		
<b>Textiles</b>			<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"><li>• Know how to use a variety of stitches.</li><li>• Know how to paint dye onto a background.</li><li>• Know how to splatter.</li><li>• Know how to use brusho on wet cloth.</li><li>• Know how to use toothpaste batik resist.</li><li>• Know how wax candles or white oil pastel batik resist.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To use textile and sewing skills as part of a project? eg hanging, textile book</li></ul>	



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			<p>etc., this could include running stitch, cross stitch, backstitch, applique and/or embroidery.</p> <ul style="list-style-type: none"> <li>To sew beads, buttons and/or sequins onto materials.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Mixed media</li> <li>Dye</li> <li>Batik</li> <li>Brusho (a water based pigment watercolour)</li> <li>Thread</li> <li>Embroidery</li> <li>Stitches</li> <li>Fabric</li> <li>Embellishment.</li> </ul>	
<b>Printing</b>	<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to create a background.</li> <li>Know how to use mixed media.</li> <li>Know how to use rubbing to add interest.</li> <li>Know the materials to choose to make an affective print.</li> <li>Know how to evaluate their work affectively.</li> <li>Know how to develop their print from their original idea.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To create a background.</li> <li>To make a 2 colour print.</li> <li>To use mixed media.</li> </ul>			<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to overprint to create different patterns.</li> <li>Know and explore printing techniques in mono, relief with foam and lino.</li> <li>Know and explain the different techniques used in Islamic Art and the chosen artist.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</li> </ul>



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	<ul style="list-style-type: none"> <li>To add interest to their work, using rubbing.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Traditional</li> <li>Collography</li> <li>Relief</li> <li>Rubbings</li> <li>Textures</li> <li>Plate</li> <li>Brayer (roller)</li> </ul>			<ul style="list-style-type: none"> <li>To create an overprint using different colours.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Lino cut</li> <li>Mono print</li> <li>Relief print</li> <li>Monochrome</li> <li>Weathered</li> <li>Irregular</li> <li>Tessellation</li> </ul>
<p><b>Sculpture</b></p>		<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to sculpt clay and other mouldable materials.</li> <li>Know and explain the meaning of composition.</li> <li>Know and explain the difference between figurative, surrealism and contemporary art.</li> <li>Know and explain the difference between carving, modelling, casting and constructing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To begin experimenting with and combine materials and processes to design and make 3D form.</li> <li>To begin sculpting clay and other mouldable materials.</li> <li>To investigate a range of materials to create a sculpture.</li> </ul>		<p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to use soft medium to produce still life objects inspired by pop art and contemporary art movement.</li> <li>Know and explain soft sculpture.</li> <li>Know how to change everyday objects using bright, clashing colours.</li> <li>Know which materials to use to make an affective soft sculpture.</li> <li>Know how to used different joining technique.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To include both visual and tactile elements in their work.</li> <li>To create work which is open to interpretation by the audience.</li> <li>To create models on a range of scales.</li> </ul>



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		<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>• Figurative</li><li>• Surrealism</li><li>• Contemporary Art</li></ul>		<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>• Still life</li><li>• Pop art</li><li>• Contemporary art</li><li>• Soft sculpture</li></ul>
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### KS 3 - Year 7

#### National Curriculum Objectives

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day