



Art Skills Map

Autumn

Spring

Summer

Year Group	Key Skills		
	To develop ideas	To master techniques	To take inspiration from the greats
Reception	<ul style="list-style-type: none"> • Can talk about own work using developing vocabulary. <i>(Line and tone)</i> • Able to use a variety of tools to make marks. <i>(Line and tone)</i> • Listens and responds well to advice and can express opinions. • With help, can organise work space and equipment. <i>(Pattern and shape)</i> • Can work with clay carefully, exploring its texture, making holes/hollows and tunnels. <i>(Form and Space)</i> • Shows an understanding of 3D form/sculpture. <i>(Form and Space)</i> • Can use tools and materials with care. <i>(Form and Space)</i> 	<ul style="list-style-type: none"> • Able to draw/paint own picture-human/animal figures. <i>(Line and tone)</i> • Can mix paints carefully, handling tools. <i>(Colour)</i> • Can draw and print different shapes with some accuracy. <i>(Pattern and shape)</i> • Can make a simple repeating pattern with control and understanding of sequence. <i>(Pattern and shape)</i> • Can cut, stick with care to create a paper weaving design. <i>(Texture)</i> 	<ul style="list-style-type: none"> • Can talk about pattern and shape using developing vocabulary and express opinions-naming shapes. <i>(Pattern and shape)</i> • Can talk about textures and express ideas/opinions with developing vocabulary. <i>(Texture)</i> • Can talk about artist. <i>(Line and tone)</i> <p>Barbara Hepworth</p>

	<ul style="list-style-type: none"> • Can use appropriate and developing vocabulary when exploring the materials. <i>(Form and Space)</i> • Can begin to organise own space. • Can recognise and talk about colours with developing vocabulary and select colours for a purpose. <i>(Colour)</i> • Able to draw patterns with lines and shapes • Able to draw from direct observations and develop hand/eye control. <i>(Line and Tone)</i> 	<ul style="list-style-type: none"> • Can compose own picture design. <i>(Texture)</i> • Can use a variety of tools and materials for exploration (dough) to manipulate a shape, thinking of size and proportion. <i>(Pattern and shape)</i> • Can further explore the use of clay and other materials to create an animal form/flower. <i>(Form and Space)</i> • Can produce a collage using different materials, selecting colour and texture for purpose. <i>(Texture)</i> 	<p>Damien Hurst Katsushika Hokusai</p>
1	<ul style="list-style-type: none"> • Able to make a wide variety of marks using various drawing tools. <i>(Line and tone)</i> • Can show careful observations. <i>(Line and tone)</i> • Shows creative use of brush strokes to make varied marks <i>(Colour)</i> • Can talk about textures using developing vocabulary <i>(Texture)</i> • Can match words to texture <i>(Texture)</i> • Able to organise own work and space independently. • Knows about primary colours and can mix secondary colours. <i>(Colour)</i> • Can begin to show understanding of different properties/materials <i>(Texture)</i> 	<ul style="list-style-type: none"> • Can mix paint/pastels well and talk about colour work/primary colours <i>(Colour)</i> • Can print a composition independently <i>(Colour)</i> • Can cut, stick, make collage <i>(Texture)</i> • Can create a picture independently. <i>(Colour)</i> • Can make a colour chart by mixing two colours. <i>(Colour)</i> • Able to make a simple pattern using printing (paints) showing careful manipulation. <i>(Pattern and shape)</i> • Can draw from observations (animals and plants) with care 	<ul style="list-style-type: none"> • Can talk about colour work-own/artists using developing vocabulary <i>(Colour)</i> • Using developing vocabulary, can talk about pattern/shape/own/others work. <i>(Pattern and shape)</i> • Able to discuss aboriginal patterns/colour. <i>(Texture)</i> • Shows some understanding that people around the world make puppets to help tell stories. <i>(Form and space)</i> • Can explain work and use puppets in own story

		<p>looking at light and dark areas. <i>(Line and tone)</i></p> <ul style="list-style-type: none"> • Can cut, stick collage using natural objects in the environment to make a textural natural design. <i>(Texture)</i> • Can construct a simple puppet using glue/scissors. <i>(Form and space)</i> 	<p>telling using developing vocabulary. <i>(Form and space)</i></p> <p>Rachel Dyer Andy Goldsworthy Henri Rousseau</p>
2	<ul style="list-style-type: none"> • Understands light/dark tone. <i>(Line and tone)</i> • Able to sort/select/make a collection of textures. <i>(Texture)</i> • Can cut, glue, make pattern designs showing creativity and imagination. <i>(Pattern and shape)</i> • Can mix paints with skill and care to achieve desired effects, able to solve problems in colour mixing. <i>(Colour)</i> • Can talk about colours-hot/cold, how colours make us feel. <i>(Colour)</i> • Can use sketchbooks well to design/record patterns. <i>(Pattern and shape)</i> • Can talk about own processes and use appropriate vocabulary. <i>(Form and space)</i> • Can use sketchbooks to record facial features/ideas. <i>(Form and space)</i> 	<ul style="list-style-type: none"> • Shows an understanding of proportions of a face. <i>(Line and tone)</i> • Can make a simple weave using a variety of textures. <i>(Texture)</i> • Can talk about a variety of pattern processes and can respond to challenge/problems. <i>(Pattern and shape)</i> • Can use a range of drawing tools. <i>(Line and tone)</i> • Can create a piece of aboriginal art applying mixed pigments with twigs/tools and organise paint/tools sensibly. <i>(Colour)</i> • Can create a piece of aboriginal art using patterns. <i>(Pattern and shape)</i> • Shows an understanding of facial proportions and is able to sketch with some accuracy. <i>(Form and space)</i> 	<ul style="list-style-type: none"> • Shows careful observations in drawing faces. <i>(Line and tone)</i> • Can talk about and has opinions on line/tone in artist's work as well as their own. <i>(Line and tone)</i> • Can talk about textures-own/others work using developing vocabulary. <i>(Texture)</i> • Can talk about artist's work. <i>(Colour)</i> • Can discuss aboriginal art using developing vocabulary. <i>(Colour)</i> • Able to discuss aboriginal patterns/colour. <i>(Pattern and shape)</i> • Shows an understanding of the use of masks. <i>(Form and space)</i>

		<ul style="list-style-type: none"> • Able to manipulate clay creatively and shows an understanding of the properties of clay. <i>(Form and space)</i> 	<p>Pablo Picasso Joan Miro M. C. Escher Wassily Kandinsky Mark Rothko Ernst Nolde</p>
<p>3</p>	<ul style="list-style-type: none"> • Can talk about pattern / shape with developing vocabulary. • Show an understanding of the properties of clay. <i>(Form and space)</i> • Can use sketchbooks well, collecting ideas of patterns and shape to develop ideas. <i>(Form and space)</i> • Can organise own space well and show perseverance and concentration. <i>(Form and space)</i> • Records accurately from direct observation. <i>(Form and space)</i> • Shows care for own work, others' work and resources. • Can solve problems in construction if and as they occur. <i>(Form and space)</i> • Can work independently or in a group and to co-operate well. <i>(Form and space)</i> • Shows some understanding of perspective and composition. <i>(Line and tone)</i> • Can develop pattern ideas in sketchbooks. 	<ul style="list-style-type: none"> • Can mix paint with skill and care to achieve desired effects – tints / shades / tones. <i>(Colour through painting)</i> • Able to mix and use paint using binders and pigments (cave painting). <i>(Colour through painting)</i> • Able to solve problems in colour mixing and can justify their choices. <i>(Colour through painting)</i> • Can manipulate and work with clay or alternative materials to produce patterns and shape work. <i>(Form and space)</i> • Show an understanding of composition, foreground and background. • Able to create a collage / frottage using tools / equipment in an organised way. <i>(Texture)</i> 	<ul style="list-style-type: none"> • To talk about own work and artists' work using developing vocabulary. • • Claude Monet Barbara Hepworth Ernst Nolde Mark Rothko Paul Cezanne Vincent Van Gogh

		<ul style="list-style-type: none"> Shows imagination and creativity in constructing a simple form using glue / scissors or other materials with care. <i>(Form and space)</i> 	
4	<ul style="list-style-type: none"> Can show accurate observations with drawing tools to convey moods using shading techniques. <i>(Line and tone)</i> Can use sketchbooks in an organised way. <i>(Colour through painting)</i> Can organise own research investigation / can record work and solve problems if they occur. <i>(Colour through painting)</i> Can use sketchbooks well to show ideas and record work. <i>(Form and shape)</i> Show an understanding of 3D work – functional and non-functional designs by ceramicists. <i>(Form and shape)</i> Can organise printing space well. <i>(Pattern and shape)</i> 	<ul style="list-style-type: none"> Shows understanding of composition. <i>(Line and tone)</i> Can mix colours with care. <i>(Colour through painting)</i> Shows an understanding of optical mixing and can talk about work with developing vocabulary. <i>(Colour through painting)</i> Able to collect, sort, select from a range of materials to make a collage. <i>(Texture through collage)</i> Using developing vocabulary, can talk about and show evidence of understanding of texture. <i>(Texture through collage)</i> Can manipulate clay to construct 3D heads / masks / cartouche (Egyptians) Able to build a relief block / stencil with care. <i>(Pattern and shape)</i> 	<ul style="list-style-type: none"> Able to talk and show understanding of how artists create mood / express feelings. <i>(Line and tone)</i> Can relate own work to artists' examples. <i>(Line and tone)</i> Can talk about own / others / artists' work, expressing preferences, explaining processes using a developing vocabulary. <i>(Pattern and shape)</i> <p>Denon Hammersley Helen Cowcher Henri Rousseau Amedeo Modigliani (African Influence) George Braque (Cubism)</p>

		<ul style="list-style-type: none"> • Can print and produce a clean, varied, repeated pattern. <i>(Pattern and shape)</i> 	
5	<ul style="list-style-type: none"> • Show creativity and imagination. <i>(Form and space)</i> • Can experiment in developing a card structure / adding to and decorating. <i>(Form and space)</i> • Can solve problems if they occur. <i>(Form and space)</i> • Able to use a sketchbook to collect, research patterns / shape / cultural differences / similarities (Greeks) <i>(Pattern and shade)</i> • Able to use sketchbooks to plan and organise work. • Can use sketchbooks for drawings to show an understanding of perspective. <i>(Form and space)</i> 	<ul style="list-style-type: none"> • Can use resources economically. <i>(Texture)</i> • Can talk about paper / card experiments with developing vocabulary. <i>(Texture)</i> • Can explain processes used / suggesting ideas / expressing preferences. <i>(Texture)</i> • Can compose still life sketches from sculpture structures in sketchbook <i>(Line and tone)</i> • Can produce a resist textile, showing understanding of resist method. <i>(Pattern and shade)</i> • Can produce varied monochrome tones <i>(Colour through painting)</i> • Can shade 2D drawings to give a 3D form effectively, composing a still life. <i>Line and tone)</i> • Can use photography. <i>Line and tone)</i> • Can construct a simple solid frame using joining techniques safely <i>(Form and space)</i> 	<ul style="list-style-type: none"> • Can talk about own / artists' work relating it to other artists examples using developing vocabulary. • Can talk about still life / artists who draw / paint still life using developing vocabulary. <i>(Line and tone)</i> • Can reflect on own / artists' work, justifying choices and preferences. <p>Ben Nicholson Sonia Delaunay Dale Chihuly</p>

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- Can record accurately from direct observations. *(Line and tone)*
- Able to create light / dark tones / lines using a variety of tools. *(Line and tone)*
- Use sketchbooks to record ideas and solve problems. Can work well individually or in groups. *(Form and space)*
- Collect textures, plan an abstract composition, talk about ideas and express opinions.
- Can use sketchbooks in an organised way.
- Able to develop an idea from initial starting point to final realisation. *(Pattern and shape)*
- Can use sketchbooks to develop work independently.

- Build / join / construct a 3D piece. *(Form and space)*
- Can record proportions of a face accurately. *(Texture)*
- Can explain ideas, explain processes and modify work if appropriate. *(Pattern and shape)*
- Shows creativity in use of shape and pattern to make own design. *(Pattern and shape)*
- Can mix paint well to develop own painting. *(Colour through painting)*
- Understands and can use complimentary colours. *(Colour through painting)*

- Able to use appropriate vocabulary talking about own and artists' work.
- Able to evaluate and modify own work.
- Can express opinions about landscape / land artists. *(Texture)*
- Can express opinions about own / others and artists' work. *(Colour through painting)*

Giorgio Morandi
Piero Fornasetti
Alberto Giacometti
Jivya Soma Mashe