

# St Teresa's Catholic Primary School

## Art and Design Units

### Progression Map

*Respect – Resilience – Read – Retain*

*'Do the little things well'*



# Art and Design Kapow **Units** Map

(End points emboldened)

<p><b>EYFS</b> <b>Nursery</b></p> <p>In Nursery, children are introduced to drawing, painting, collage, printing, sculpture, art and artists through carefully planned continuous provision and adult guided activities (see Nursery Long Tem Plan) Creative activity is also naturally linked to other areas of learning in nursery and is often child-initiated</p>	<p><b>Development Matters 3 and 4 year olds</b></p> <p><b>PD:</b> Fine motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p><b>EA&amp;D :</b> Creating with materials Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p>		
<b>EYFS</b> <b>Reception</b>	<b><u>Unit Objectives</u></b>	<b>Observation points</b>	<b>Development Matters</b> <b>Reception</b>
<p>‘Marvelous Marks’</p>	<p>To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. To explore making marks with felt tips. To use a felt tip to make patterns. To explore making marks with chalk. To make controlled large and small movements. <b>To compare different ways of making marks and drawing.</b> To explore mark making using pencils.</p>	<p>Are the children able to use different media to make marks with some level of accuracy or care? Are they able to talk about the marks they have made or make observations about the process? Are they able to identify different textures and talk about how they affect the patterns/rubbings made? Are they able to follow the patterns or marks that you have demonstrated? Are they able to talk about their drawing? Can they hold pens using a tripod grip? If not, how are they holding it? Are the children able to make large and small controlled movements using the chalk? Can they recall the previous drawing mediums used and talk about their preferences? Are the children able to use their pencils to make small controlled movements? Are the pupils able to use their pencils to draw with a purpose?</p>	<p><b>PD:</b> Fine Motor Skills: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>

# Art and Design Kapow Units Map

(End points emboldened)

	<p><b>To create a simple observational drawing.</b>  <b>To use a variety of colours and materials to create a self-portrait.</b>          To express their own self-image through art.</p> <p>Artists Self Portraits (Hanoch Piven)</p>	<p>Can they represent what they can see through their drawing?          Are the pupils able to use their pencils to draw with a purpose?          Can they represent what they can see through their drawing?          Can they talk about their work?          Can the pupils draw with a purpose?          Can they represent their own self-image through their work and explain why it looks like them?          Can pupils choose colours carefully and talk about their decisions?</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.          Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p>
<p>‘Creation Station’</p>	<p>To explore clay and its properties.          To explore playdough and its properties.  <b>To use tools safely and with confidence.</b>  <b>To create pictures using found objects.</b>          To generate inspiration and conversation about sculpture art and artists.  <b>To create a design for a 3D animal sculpture and to make a 3D clay sculpture using the design.</b>  <b>To share their creation, explaining the processes they have used.</b></p>	<p>Can the children talk about the movement or force they are using to manipulate the clay e.g. push, squash, pinch?          Do the pupils make observations about the clay as they play?          Are the pupils able to use their fine and gross motor skills to manipulate the clay?          Are they able to use their imagination to create an image is different from your example? Do the pupils have the fine motor skills needed to work with smaller natural objects?          Are they able to use a glue spreader to competently stick down the objects?          Can the pupils make observations of the sculpture artists' work and talk about the things they like and dislike?          Are the pupils able to create a realistic design for their sculpture?          Are the pupils able to manipulate the clay to give a desired effect?          Can they follow their plans?          Do the pupils reflect upon their own designs or make comments about what they think is or isn't working?          Are the pupils able to use the paintbrushes effectively?          Do the pupils talk about the colours they have chosen? Can they name them correctly?          Do the pupils show an interest in colour mixing to create a desired colour?          Do the pupils reflect upon their designs or make comments about what they like and dislike about their finished work?</p>	<p><b>EA&amp;D</b> Creating with materials          Explore, use and refine a variety of artistic effects to express their ideas and feelings.          Return to and build on their previous learning, refining ideas and developing their ability to represent them.          Create collaboratively sharing ideas, resources and skills.</p> <p>ELG: 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</p>
<p>‘Paint My World’</p>	<p>To explore paint through finger painting.  <b>To describe the texture and colours as they paint.</b></p>	<p>Are they able to talk about the marks they have made with paint/mud or make observations about the process?          Are they able to identify different textures, feelings and colours?</p>	

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p>To talk about their work and decide whether it is abstract or figurative.          To create natural paintbrushes using found objects.          To use natural paint brushes and mud paint to create artwork.          To respond to music through the medium of paint.</p> <p><b>To use paint to express ideas and feelings.</b></p> <p>To make child-led collages using mixed media.          To use loose parts to create a piece of transient art.          To create landscape collages inspired by the work of Megan Coyle.          To create a large piece of group artwork based around fireworks.</p> <p><b>To experiment with colour, design and painting techniques.</b></p>	<p>Are the pupils able to tell the difference between an abstract and a figurative piece of art?          Are the children able to use natural objects to make their own paintbrush?          Can they describe what they think about their paintbrush and identify any problems they may have?          Are the pupils able to experiment with making different textures and consistencies of mud paint?          Can the pupils talk about their work?          Are the pupils able to tell the difference between an abstract and a figurative piece of art?          Are they able to identify different areas of their work influenced by different sections of the music?          Can pupils use tools to appropriately cut and stick mixed media to make a collage?          Can pupils make considered selections when creating their transient art piece?          Are pupils able to make observations about the work of an Artist?          Can pupils use tools appropriately, including scissors and glue spreaders, to cut and stick magazine pieces to create their collages?          Can pupils make considered selections when choosing colours and/or patterns for their collage?          Are the children able to talk about their work and compare it to the photograph          Can they talk about how they achieved certain effects?</p>	<p>Make use of props and materials when role playing characters in narratives and stories</p>
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# Art and Design Kapow **Units** Map

(End points emboldened)

<b>KS1 Year A</b>	<b>Unit outcomes -</b> Pupils who are secure will be able to:	<b>Key skills</b>	<b>Key knowledge</b>	<b>Key vocab</b>
<p>‘Make Your Mark’</p> <p>Drawing</p>	<p><b>Show knowledge of the language and literacy to describe lines.</b> Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing.</p> <p><b>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</b></p>	<p>Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p><b>Developing observational skills to look closely and reflect surface texture through mark-making.</b> Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other’s art work.</p>	<p>To know that an outline is a joined up line that shows a 2D shape.</p> <p><u>To know that you can draw different types of lines.</u> <u>To know that texture means ‘what something feels like’.</u> To know that different marks can be used to represent the textures of objects. To know that different drawing tools make different marks. To know that things we see have darker and lighter areas. (tone)</p>	<p>2D shape 3D shape abstract chalk charcoal continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making observe optical art pastel printing shade shadow straight texture vertical wavy</p>
<p>‘Colour Splash’</p>	<p><b>Name the primary colours.</b> Explore coloured materials to mix secondary colours.</p>	<p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.</p>	<p><u>To know that the primary colours are red, yellow and blue.</u></p>	<p>blend hue kaleidoscope</p>

# Art and Design Kapow Units Map

(End points emboldened)

<p style="text-align: center;">Painting</p>	<p><b>Mix primary colours to make secondary colours.</b> Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. <b>Mix secondary colours with confidence to paint a plate.</b> <b>Describe their finished plates.</b></p>	<p>Beginning to explore colour mixing. Selecting colours, shapes and materials to suit ideas and purposes. <b>Describing similarities and differences between practices in Art and design,</b> e.g. between painting and sculpture and linking these to their own work.</p>	<p><u>To know that primary colours can be mixed to make secondary colours.</u> <u>To know that a pattern is a design in which shapes, colours or lines are repeated.</u></p>	<p>pattern primary colour print secondary colour shade shape space texture thick</p>
<p style="text-align: center;">‘Map it Out’  Sculpture &amp; Collage  Printing</p>	<p>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place ‘jigsaw’ pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. <b>Design a print with simple lines and shapes, making improvements as they work</b> <b>Follow a process to make and print from a polystyrene tile.</b> <b>Choose a favourite artwork, justifying their choice.</b> Annotate their favourite artwork with relevant</p>	<p><b>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</b> Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. <b>Explaining their ideas and opinions about their own and other’s art work, giving reasons.</b> Beginning to talk about how they could improve their own work.</p>	<p><u>To know that patterns can be made using shapes.</u> To know that patterns can be used to add detail to an art work.</p>	<p>abstract composition curator design Design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.		
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<b>KS1 Year B</b>	<b>Unit outcomes -</b> Pupils who are secure will be able to:	<b>Key skills</b>	<b>Key knowledge</b>	<b>Key vocab</b>
<p>‘Life in Colour’</p> <p>Painting</p>	<p><b>Name the primary and secondary colours.</b> Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see.</p> <p><b>Try different tools to recreate a texture and decide which tool works best.</b> Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others’. Describe ideas for developing their collages. Choose materials and tools after trying them out</p>	<p>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. Further developing mark-making within a greater range of media, demonstrating increased control. <b>Developing observational skills to look closely and reflect surface texture through mark-making.</b> Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. Creating a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p><b>Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</b> Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other’s art work, giving reasons.</p>	<p>To know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>To know that colours can be mixed to ‘match’ real life objects or to create things from your imagination.</p> <p>To know that ‘composition’ means how things are arranged on the page.</p> <p><u>To know that collage materials can be shaped to represent shapes in an image.</u></p> <p>To know that shapes can be organic (natural) and irregular.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that collage materials can be chosen to represent real-life textures.</p> <p>To know that collage materials can be overlapped and overlaid to add texture.</p>	<p>collage detail mixing overlap primary colour secondary colour surface texture</p>

# Art and Design Kapow Units Map

(End points emboldened)

		Beginning to talk about how they could improve their own work.		
‘Paper Play’  Sculpture	<p>Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p><b>Shape paper strips in a variety of ways to make 3D drawings.</b> Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</p> <p><b>Create a tree of life sculpture that includes several different techniques for shaping paper.</b> Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.</p>	<p>Using their hands to manipulate a range of modelling materials, including paper and card.</p> <p><b>Exploring how to join and fix materials in place.</b> Creating 3D forms to make things from their imagination or recreate things they have seen. Selecting colours, shapes and materials to suit ideas and purposes. Designing and making something that is imagined or invented. Beginning to develop skills such as measuring materials, cutting, and adding decoration. Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</p> <p><b>Describing and comparing features of their own work and others’ artwork.</b></p>	<p>To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. <u>To know that three dimensional art is called sculpture.</u></p>	<p>carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p>
‘Clay Houses’  Sculpture	<p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p><b>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</b> Roll a smooth tile surface. <b>Join clay shapes and make marks in the tile surface to create a pattern.</b> Draw a house design and plan how to create the key features in clay.</p>	<p>Developing understanding of sculpture to construct and model simple forms. Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Developing basic skills for shaping and joining clay, including exploring surface texture. Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p><b>Talking about art they have seen using some appropriate subject vocabulary.</b></p>	<p>To know that pieces of clay can be joined using the ‘scratch and slip’ technique. <u>To know that a clay surface can be decorated by pressing into it or by joining pieces on.</u> To know that patterns can be made using shapes. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that patterns can be used to add detail to an artwork.</p>	<p>casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor</p>



# Art and Design Kapow **Units** Map

(End points emboldened)

	<b>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</b>	Explaining their ideas and opinions about their own and other's artwork, giving reasons.		sculpture shape slip smooth surface three dimensional thumb pot
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LKS2 Year A	Unit outcomes - Pupils who are secure will be able to:	Key skills	Key knowledge	Key vocab
'Growing Artists'  Drawing	Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. <b>Use shading to demonstrate a sense of light and dark in their work.</b> Shade with a reasonable degree of accuracy and skill. <b>Blend tones smoothly and follow the four shading rules.</b> Collect a varied range of textures using frottage (rubblings). Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas.	<b>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</b> Confidently using a range of materials, selecting and using these appropriately with more independence. Drawing with expression and beginning to experiment with gestural and quick sketching. <b>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</b> Confidently explaining their ideas and opinions about their own and other's art work, giving reasons. Using sketchbooks as part of the problem-solving process and making changes to improve their work.	To know that different drawing tools can create different types of lines. To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). <u>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</u> To know some basic rules for shading when drawing, e.g., shade in one direction, blend tones smoothly and with no gaps. To know that shading helps make drawn objects look more three dimensional.	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric gestural grip light line magnified organic

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p>Understand how to apply tone, with some guidance about where to use it.</p> <p><b>Draw a framed selection of an image onto a large scale with some guidance.</b></p> <p>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p>		<p>To know that 'tone' in art means 'light and dark'.</p>	<p>object pressure rubbing scale scientific shading shape</p>
<p>'Power Prints'  Drawing</p>	<p>Create several pencil tones when shading and create a simple 3D effect.</p> <p><b>Explore the effect of holding a pencil in different ways and applying different pressures.</b></p> <p><b>Use charcoal and rubber to show areas of light and dark in their drawings.</b></p> <p><b>Demonstrate an awareness of the relative size of the objects they draw.</b></p> <p>Use scissors with care and purpose to cut out images.</p> <p>Try out multiple arrangements of cut images to decide on their composition.</p> <p>Use different tools to create marks and patterns when scratching into a painted surface.</p> <p>Show some awareness of how to create contrast by including areas with more and less marks.</p> <p>Create an interesting finished drawing based on their original composition,</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p> <p><u>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</u></p> <p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p>including detail such as contrast and pattern.</p> <p><b>Work co-operatively to create a joint artwork, experimenting with their methods.</b></p>			<p>symmetry</p> <p>three dimensional (3D)</p> <p>tone</p> <p>viewfinder</p> <p>wax-resist</p>
<p>‘Fabric of Nature’</p> <p>Printing</p> <p>Drawing</p>	<p>Describe objects, images and sounds with relevant subject vocabulary.</p> <p><b>Create drawings that replicate a selected image.</b></p> <p>Select imagery and colours to create a mood board with a defined theme and colour palette.</p> <p>Complete four drawings, created with confident use of materials and tools to add colour.</p> <p><b>Understand the work of William Morris, using subject vocabulary to describe his work and style.</b></p> <p>Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</p> <p><b>Identify and explain where a pattern repeats.</b></p> <p>Follow instructions to create a repeating pattern, adding extra detail.</p> <p>Understand different methods of creating printed fabric in creative industries.</p> <p>Use sketchbooks to evaluate patterns.</p> <p>Produce ideas to illustrate products using their designs.</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Using growing knowledge of different drawing materials, combining media for effect. Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. Showing an understanding of appropriate finish and presenting work to a good standard. Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Designing and making art for different purposes and beginning to consider how this works in creative industries. <b>Using subject vocabulary confidently to describe and compare creative works.</b> Using their own experiences of techniques and making processes to explain how art works may have been made. Building a more complex vocabulary when discussing their own and others’ art. Evaluating their work more regularly and independently during the planning and making process.</p>	<p><u>To know how to use basic shapes to form more complex shapes and patterns.</u></p> <p><u>To know that symmetry can be used to create repeating patterns.</u></p> <p>To know that patterns can be irregular and change in ways you wouldn’t expect.</p>	<p>batik</p> <p>colour palette</p> <p>craft</p> <p>craftsperson</p> <p>design</p> <p>develop</p> <p>designer</p> <p>imagery</p> <p>industry</p> <p>inspiration</p> <p>mood board</p> <p>organic</p> <p>pattern</p> <p>repeat</p> <p>repeating</p> <p>rainforest</p> <p>symmetrical</p> <p>texture</p> <p>theme</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

<b>LKS2 Year B</b>	<b>Unit outcomes -</b> Pupils who are secure will be able to:	<b>Key skills</b>	<b>Key knowledge</b>	<b>Key vocab</b>
<p>‘Prehistoric Painting’</p> <p>Painting</p>	<p>Recognise the processes involved in creating prehistoric art.</p> <p>Explain approximately how many years ago prehistoric art was produced.</p> <p>Use simple shapes to build initial sketches.</p> <p><b>Create a large scale copy of a small sketch.</b></p> <p>Use charcoal to recreate the style of cave artists.</p> <p>Demonstrate good understanding of colour mixing with natural pigments.</p> <p>Discuss the differences between prehistoric and modern paint.</p> <p><b>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</b></p>	<p>Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials, selecting and using these appropriately with more independence. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task. Mixing colours with greater accuracy and beginning to consider how colours can be used expressively. Using</p>	<p>To know that using light and dark colours next to each other creates contrast.</p> <p>To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that different drawing tools can create different types of lines.</p> <p><u>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</u></p>	<p>charcoal</p> <p>composition</p> <p>negative image</p> <p>pigment</p> <p>positive image</p> <p>prehistoric</p> <p>proportion</p> <p>scaled up</p> <p>sketch</p> <p>smudging</p> <p>texture</p> <p>tone</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p>Successfully make positive and negative handprints in a range of colours.</p> <p><b>Apply their knowledge of colour mixing to make natural colours.</b></p>	<p>mixed media techniques to make different surfaces for painting and drawing. Learning a new making technique (paper making) and applying it as part of their own project. Using subject vocabulary to describe and compare creative works. Using their own experiences to explain how art works may have been made.</p>		
<p>'Light and Dark'</p> <p>Painting</p>	<p>Share their ideas about a painting.</p> <p><b>Describe the difference between a tint and a shade.</b></p> <p><b>Mix tints and shades by adding black or white paint.</b></p> <p>Discuss their real-life experiences of how colours can appear different.</p> <p>Use tints and shades to paint an object in 3D.</p> <p>Try different arrangements of objects for a composition, explaining their decisions.</p> <p>Produce a clear sketch that reflects the arrangement of their objects.</p> <p><b>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</b></p> <p>Paint with care and control to make a still life with recognisable objects.</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Exploring the way paint can be used in different ways to create a variety of effects, e.g., creating a range of marks and textures in paint.</p> <p>Developing greater skill and control when using paint to depict forms, e.g., beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p><b>Using subject vocabulary confidently to describe and compare creative works.</b></p> <p>Building a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p><u>To know that adding black to a colour creates a shade.</u></p> <p><u>To know that adding white to a colour creates a tint.</u></p> <p><u>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</u></p> <p>To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>abstract composition</p> <p>contrasting</p> <p>dabbing</p> <p>paint</p> <p>detailed</p> <p>figurative</p> <p>formal</p> <p>grid</p> <p>landscape</p> <p>mark-making</p> <p>muted</p> <p>paint wash</p> <p>patterned</p> <p>pointillism</p> <p>portrait</p> <p>shade</p> <p>shadow</p> <p>stippling</p> <p>paint</p> <p>technique</p> <p>texture</p> <p>three dimensional</p> <p>(3D)</p> <p>tint</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

				vivid
<p>‘Mega Materials’</p> <p>Sculpture</p>	<p><b>Try drawing in an unfamiliar way and take risks in their work.</b> Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap.</p> <p><b>Transfer a drawn idea successfully to a soap carving.</b> Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</p> <p><b>Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</b></p> <p><b>Show they are considering alternative ways to display their sculpture when photographing it.</b> Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</p> <p><b>Describe how their work has been influenced by the work of El Anatsui.</b></p>	<p>Working selectively, choosing and adapting collage materials to create contrast and considering overall composition. Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Showing an understanding of appropriate finish and presenting work to a good standard. Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D. Using subject vocabulary confidently to describe and compare creative works. Using their own experiences of techniques and making processes to explain how art works may have been made. Evaluating their work more regularly and independently during the planning and making process.</p>	<p>To know that simple 3D forms can be made by creating layers, by folding and rolling materials. <u>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</u></p>	<p>abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture secure surface template texture tone dimensional (2D)(3D) typography visualisation weaving welding</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

<b>UKS2 Year A</b>	<b>Unit outcomes -</b> Pupils who are secure will be able to:	<b>Key skills</b>	<b>Key knowledge</b>	<b>Key vocab</b>
'I Need Space'  Drawing  Printing	<p><b>Understand and explain what retrofuturism is.</b> Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. <b>Select and place textures to create a collagraph plate, applying an</b></p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. <b>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</b> Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Applying known techniques with a range of media, selecting these independently in response to a stimulus. <b>Drawing in a more sustained way, revisiting a drawing over time and applying</b></p>	<p>o know that different marks and lines can be used to create specific effects. <u>To know how to create texture on different materials.</u> To know that prints need contrast between light and dark areas to make the image visible.</p>	<p>collagraph composition culture decision develop evaluate futuristic imagery printmaking process propaganda purpose repetition Retrofuturism</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p><b>understanding of the material, which may be supported by testing.</b> Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. <b>Apply confident skills to make an effective collagraph print.</b> Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.</p>	<p><b>their understanding of tone, texture, line, colour and form.</b> Developing an artwork from a drawing or other initial stimulus. Designing and making art for different purposes and beginning to consider how this works in creative industries e.g., in architecture, magazines, logos, digital media and interior design. Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>revisit space race stimulus technique</p>
<p>‘Archit- ecture’  Printing  Drawing  3D Clay</p>	<p>Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. <b>Follow steps to create a print with clear lines, with some smudging.</b> Purposefully evaluate their work, demonstrating what went well and what could be improved. <b>Create a building design based on a theme or set purpose.</b> Draw a plan view or front elevation of their building, annotating the key features.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. <b>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</b> Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Combining a wider range of media, e.g., photography and digital art effects. Designing and making art for different purposes and begin to consider how this works in creative industries e.g., in architecture, magazines, logos, digital media and interior design.</p>		<p>abstract annotate architect architectural architecture birds eye view composition crop design design brief design intention elevation evaluate external form futuristic individuality interpret legacy</p>



# Art and Design Kapow **Units** Map

(End points emboldened)

	<p>Discuss Hundertwasser's work and recognise his style.  <b>Create a factual presentation about Hundertwasser in a visually pleasing way.</b>          Show understanding of what a monument is for by designing a monument that symbolises a person or event.          Describe their monument and explain their choices.          Give constructive feedback to others about their monument designs.          Design and Make Clay Spomenik</p>	<p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.  <b>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</b></p>		<p>literal          monoprint          monument          organic          perspective</p>
<p>'Make My Voice Heard'           Drawing</p>	<p>Collect a good range of imagery, adding annotated notes and sketches.  <b>Make relevant comparisons between different styles of art.</b>          Use tools effectively to explore a range of effects.          Respond to the meaning of a spirit animal through drawing.          Generate symbols that reflect their likes and dislikes, with little support.  <b>Create a tile that is full of pattern, symbols and colours that represents themselves.</b>          Discuss ideas to create light and dark through drawing techniques.          Explain the term chiaroscuro.          Apply chiaroscuro to create light and form through a tonal drawing.          Understand the impact of using techniques for effect.</p>	<p>Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Applying new drawing techniques to improve their mastery of materials and techniques. Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition. <b>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</b> Justifying choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. Independently using their knowledge of</p>	<p><u>To know how line is used beyond drawing and can be applied to other art forms.</u>          To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>	<p>aesthetic          audience          character traits          chiaroscuro          commissioned          composition          expressive          graffiti          guerilla          imagery          impact          interpretation          mark making          Maya          Mayan          mural          representative          street art          symbol          symbolic          technique</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

	Participate in a discussion that examines the similarities and differences between different styles of art.	tools, materials and processes to try alternative solutions and make improvements to their work.	tone tonal
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<b>UKS2 Year B</b>	<b>Unit outcomes -</b> Pupils who are secure will be able to:	<b>Key skills</b>	<b>Key knowledge</b>	<b>Key vocab</b>
'Portraits'  Painting	Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. <b>Try a variety of materials and compositions for the backgrounds of their drawings.</b> Communicate to their partner what kind of photo portrait they want. <b>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</b>	Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Applying known techniques with a range of media, selecting these independently in response to a stimulus. <b>Applying</b>	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that different marks and lines can be used to create specific effects. To know that artists create pattern to add expressive detail and texture to art works.	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p><b>Create a successful print.</b> Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits.</p> <p><b>Create a self-portrait that aims to represent something about them.</b> <b>Show they have considered the effect created by their choice of materials and composition in their final piece.</b></p>	<p><b>paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks</b> e.g. making choices about painting surfaces or mixing paint with other materials. Developing an artwork from a drawing or other initial stimulus. Exploring how collage can extend original ideas. <b>Combining a wider range of media</b>, e.g. photography and digital art effects. Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>multi media paint wash portrait printmaking represent research self-portrait texture transfer</p>
<p>‘Artist Study’  Painting</p>	<p>Understand a narrative and use descriptive language to tell a story. <b>Suggest ideas for the meaning behind a picture.</b> Identify different features within a painting and use the formal elements to describe it. Be creative and imaginative in finding their own meaning in a painting. Use their own art or personal experiences to justify their ideas. Read a picture well and see beyond the first glance, analysing and evaluating it successfully. Reflect on personal experiences to convey through their own piece of abstract art.</p>	<p>Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. Making choices about style and materials based on research and experiences. Working in a sustained way over several sessions to complete a piece. <b>Analysing and describing the elements of other artists’ work, e.g. the effect of colour or composition.</b> Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</p>	<p>To know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>	<p>abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p><b>Contribute to discussions to either the class, group or talk partner.</b> Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.</p> <p><b>Select an appropriate artist.</b></p> <p><b>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</b></p> <p><b>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</b> Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. Experiment and revisit ideas, drawing on creative experiences. Work in a sustained way to complete a piece, making evaluations at each stage.</p>	<p>Giving reasoned evaluations of their own and other's work which takes account of context and intention. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>translate</p>
<p>'Making Memories'</p> <p>Sculpture</p>	<p>Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</p> <p><b>Competently use scissors to cut shapes accurately.</b></p>	<p>Drawing upon their experience of creative work, and their research, to develop their own starting points for creative outcomes. Using personal plans and ideas to design and construct more complex sculptures and 3D forms. Combining materials and techniques appropriately to fit with ideas. Problem-solving, editing and refining to create desired effects and end results. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural</p>	<p><u>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</u> To know how an understanding of shape and space can support creating effective composition. To know how line is used beyond drawing and can be applied to other art forms. To know that colours can be symbolic and have meanings that vary according to your culture or</p>	<p>assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief</p>

# Art and Design Kapow **Units** Map

(End points emboldened)

	<p>Talk about artists' work and explain what they might use in their own work.</p> <p><b>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</b></p> <p>Successfully translate plans to a 3D sculpture.</p> <p>Work mostly independently, experimenting and trying new things.</p> <p>Identify and make improvements to their work.</p> <p>Produce a completed sculpture demonstrating experimentation, originality and technical competence.</p> <p><b>Competently reflect on successes and personal development.</b></p>	<p>and historical context may have influenced their creative work.</p> <p><b>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</b></p>	<p>background, e.g., red for danger or for celebration.</p>	<p>representation sculpture self symbolic tradition</p>
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