

# Art & Design

Key Stage 1

Curriculum map

## Philosophy

Six underlying attributes at the heart of curriculum and lessons.

Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.

Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.

Our flexible curriculum enables schools to tailor Bell Lane's content to their curriculum and context.

Our curriculum is evidence informed through rigorous application of best practice and the science of learning.

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

## Units

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## Units

KSI Art & Design is formed of 4 units and this is the recommended sequence:

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
Drawing	Year 1	5
Painting	Year 1	5
Printmaking	Year 2	5
Sculpture	Year 2	5

Lessons

Unit 1 Drawing - Year 1

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>What is drawing?</b>	<p><b>Pupils will learn to</b></p> <ul style="list-style-type: none"> <li>• Can recognise that ideas and emotions can be expressed in drawing.</li> <li>• Can experiment with drawing materials with an open mind.</li> <li>• Can understand what is meant by 'mark-making'.</li> </ul>	<p>What does a 'good' artist's drawing look like?</p> <p>What is mark making?</p> <p>What famous artists use mark making techniques?</p> <p>What are the different marks you can make? (dots, lines, patterns)</p>	<p>Sketchbook Chalk Pencils Crayons Pastels Paper Ruler Felt tips</p>	<p>Curved, Mark, Line, Soft, Hard, Straight, Pattern. Identify</p>
2.	<b>Why is colour important in art?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can try out a range of drawing materials and processes and recognise that they have different qualities.</li> <li>• Can use colour in a drawing to convey emotion.</li> </ul>	<p>How can colours affect our mood?</p> <p>How does colour make us feel?</p> <p>How can we express our emotions through art?</p> <p>What is another word for colour?</p> <p>Why is colour important in art?</p>	<p>Paper Sketchbook Pencil Colouring Materials</p>	<p>Colour, Hue, Cool, Warm, Emotion, Mood, Self portrait.</p>

3.	<b>What are shadows and tone?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can name some of the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use in making drawings.</li> <li>• Can explore tone in drawing.</li> </ul>	<p>What is a shadow and where can we find them?</p> <p>How can I create a light and dark tone?</p>	<p>Sketchbook Pencils Colouring Materials Charcoal Masking tape</p>	<p>Tone, Shadow, Lighter, Darker.</p>
4.	<b>How can we bring our drawings to life?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can use drawing materials purposefully to achieve particular characteristics or qualities.</li> <li>• Can understand how tone creates a sense of three-dimensionality.</li> </ul>	<p>What does tone mean when we are talking about colour?</p> <p>What is a 2D/3D shape?</p> <p>How do I create a three dimensional drawing?</p>	<p>Paper Light Source White Chalk Charcoal</p>	<p>Tone, Shading, 2D, 3D, Light source, Vivid.</p>
5.	<b>What is observational drawing?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can recognise and describe some simple characteristics of different kinds of drawing.</li> <li>• Can show interest in and describe what they think about the drawings of others.</li> </ul>	<p>What does observe mean?</p>	<p>Paper Pencils Scissors Sellotape</p>	<p>Observe, View finder, Texture, Observational drawing, Accurate.</p>

Unit 2 Painting - Year 1

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>What were cave paintings?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can recognise that ideas and emotions can be expressed through the medium of paint.</li> <li>• Know how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures , including contemporary.</li> </ul>	<p>How can we make natural paints today?</p> <p>What two actions will you use to make the paints? (crushing, mixing)</p>	<p>Thick card/paper Paint Palette Apron/Old shirt Food items that provide colour</p>	<p>Pigment, Crushing, Mixing, Liquid.</p>
2.	<b>What else can we paint with?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can experiment and explore with a wide variety of tools and materials to create different effects in paint.</li> <li>• Can understand that paint can be made from a variety of ingredients in order to make colours.</li> </ul>	<p>Where can we find texture?</p> <p>How can we create texture in art?</p>	<p>Thick card/paper Paint Palette Apron/Old shirt Food items that provide colour</p>	<p>Texture, Technique, Splashing, Scraping, Pouring.</p>
3.	<b>How do you mix colours?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of</li> </ul>	<p>What are the three primary colours?</p> <p>Is there only one type of each colour?</p>	<p>Paint Paintbrush and pot Apron Thick Paper/card/sketchboo</p>	<p>Colour, Hue, Mixing, Primary, Secondary.</p>

		<p>the materials.</p> <ul style="list-style-type: none"> <li>● Can understand that the medium of paint can be used to explore and visually demonstrate a range of textured surfaces in 2D.</li> </ul>		<p>k Table cover</p>	
4.	<p><b>What would a modern day cave painting look like?</b></p>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can transfer knowledge and understanding of exploratory work, to develop personal ideas on a variety of surfaces and scales.</li> <li>● Can understand the importance of the whole: to consider the surface as inherent to the finished piece.</li> </ul>	<p>What did cave paintings look like?</p> <p>How can we make our paper look more like cave walls?</p> <p>What drawings will your modern cave paintings have?</p>	<p>Craft/thick paper Paint Teabag Apron Table cover</p>	<p>Cave, Walls, Texture, Blotch, Dab, Scrunch, Limestone, Sandstone.</p>
5.	<p><b>What would a modern day cave painting look like? : Part 2</b></p>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Begin to use the language of art connected to painting in discussions, making it meaningful for children's lived experiences.</li> <li>● Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas.</li> </ul>	<p>How will you make your cave paintings unique to you?</p> <p>What animals will you sketch on your cave wall?</p>	<p>Paint Water pot and brush Apron Table cover Charcoal/ black pencil Small sponges/ teabag</p>	<ul style="list-style-type: none"> <li>- Paint,</li> <li>- Sketch,</li> <li>- Print,</li> <li>- Spray,</li> <li>- Dab.</li> </ul>

Unit 3 Printmaking - Year 2

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>What is printmaking and can we do our own?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can try out different printmaking activities and make sensible choices about what to do next.</li> <li>• Can explore surface texture as a starting point for observing pattern</li> </ul>	<p>What is a print? Where can you find them?</p> <p>What is texture?</p> <p>What is the technique for rubbing?</p>	<p>Paper Wax Crayons Scissors Glue Find textured surfaces (bark brick etc)</p>	<p>Rubbings, printmaking, texture, repeating pattern.</p>
2.	<b>Using everyday objects, can you make a repeating monoprint?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Know that different forms of creative works are made by artists, craft makers and designers, from all cultures and times.</li> <li>• When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say 'I like that because...') .</li> </ul>	<p>What is a monoprint?</p> <p>What is a repeating pattern?</p> <p>What are the two different types of pattern? ( repeated pattern and rotated pattern)</p>	<p>Paper Glue Scissors Squeezy paint leaves/ small objects Paintbrushes Sponges Rollers</p>	<ul style="list-style-type: none"> <li>- Monoprint,</li> <li>- repeating pattern,</li> <li>- pressure,</li> <li>- rotated pattern,</li> <li>- evenly,</li> <li>- apply.</li> </ul>
3.	<b>How to make your own stamp using your favourite shapes?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• Can use drawing to record ideas and experiences to inform printmaking.</li> </ul>	<p>What patterns can you see around you?</p> <p>What are your favourite patterns/ shapes?</p>	<p>Paper Glue Scissors Felt tip/ marker pen</p>	<ul style="list-style-type: none"> <li>- printmaking,</li> <li>- motif,</li> <li>- stamp,</li> <li>- repeating pattern,</li> </ul>

		<ul style="list-style-type: none"> <li>● Can deliberately choose to use particular printmaking techniques for a given purpose.</li> <li>● Can experiment with stamping to create patterns.</li> </ul>	What is a motif?	Liquid paints kitchen / cleaning sponges Cardboard scraps	<ul style="list-style-type: none"> <li>- rotation,</li> <li>- rotated pattern,</li> <li>- overlap.</li> </ul>
4.	<b>How do you make a collagraph stamp?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve).</li> <li>● Can understand the meaning of 'collagraph' and develop a design for one.</li> </ul>	<p>What is a Collagraph?</p> <p>How do I design a collagraph stamp?</p>	<p>Paper Glue Scissors Liquid paint Cardboard scraps (large quantity) Paintbrushes Sponges Rollers Bits of string, wool and other small scraps.</p>	<ul style="list-style-type: none"> <li>- printmaking,</li> <li>- motif,</li> <li>- stamp,</li> <li>- collagraph,</li> <li>- collage,</li> <li>- Texture,</li> <li>- Surface,</li> <li>- pressure.</li> </ul>
5.	<b>What is your favourite collage and why?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).</li> <li>● Can thoughtfully consider how to display their completed</li> </ul>	<p>What are the features of a face?</p> <p>Which artists use collages in their work? What's the same? What's different?</p> <p>What title would you give your work?</p>	<p>Paper Glue Scissors</p>	<ul style="list-style-type: none"> <li>- Printmaking,</li> <li>- collage,</li> <li>- collagraph,</li> <li>- review,</li> <li>- stamp,</li> <li>- motif,</li> <li>- Texture,</li> <li>- Natascha Maksimovic.</li> </ul>

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Unit 4 Sculpture - Year 2

Lesson number	Lesson question	About the lesson	Key Question	Equipment List	Key Vocabulary
1.	<b>By observing different sculptures, what shapes can you see and how can they be arranged?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture - to understand the physicality of this process and its relationship to our three dimensional world.</li> <li>● Know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. Recognising the wide variety of materials and processes involved.</li> </ul>	<p>What is sculpture?</p> <p>How were sculptures made?</p> <p>What different shapes can you spot in sculptures?</p> <p>What do you think of your piece of work?</p> <p>Would you change anything about it?</p>	<p>Paper Scissors Glue Colouring Pencils</p>	<ul style="list-style-type: none"> <li>- Sculpture,</li> <li>- Assemblage,</li> <li>- Relief,</li> <li>- 3 dimensional,</li> <li>- Freestanding,</li> <li>- Modified,</li> <li>- Carved,</li> <li>- Assembled,</li> <li>- Joined (welded metal)</li> </ul>
2.	<b>Can you explore different ways of joining materials at part of the sculptural process?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes.</li> <li>● Can learn to manipulate a range of materials to create a</li> </ul>	<p>How do you think sculptures were made?</p> <p>What are the four different joining techniques?</p> <p>What do you think of your piece of work?</p>	<ul style="list-style-type: none"> <li>- Cardboard</li> <li>- Scissors</li> <li>- Pen or pencil</li> <li>- Tape (for glue and paper strips)</li> <li>- Paper fasteners/ paperclips</li> <li>- Stapler</li> <li>- Hole punch</li> </ul>	<ul style="list-style-type: none"> <li>- Scale,</li> <li>- Sculpture,</li> <li>- assemblage,</li> <li>- Relief,</li> <li>- 3 dimensional 3D,</li> <li>- Welding,</li> <li>- Assemblage,</li> <li>- Modelling,</li> <li>- weaving/sewing.</li> </ul>

		<p>structure.</p> <ul style="list-style-type: none"> <li>● Can learn how to join materials in different ways.</li> </ul>	Would you change anything about it?		
3.	<b>Which joining techniques are suited to which structures?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can begin to develop and use materials and joining techniques in response to stimulus. Children demonstrate a recognition of the qualities and characteristics of the materials.</li> <li>● Know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief ; construct; edit ; form.</li> <li>● Can create shapes to use in their sculptures.</li> </ul>	<p>What does abstract mean?</p> <p>How can I use these four joining techniques to create a sculpture?</p> <p>What do you think of your piece of work?</p> <p>Would you change anything about it?</p>	<ul style="list-style-type: none"> <li>- Cardboard</li> <li>- Scissors</li> <li>- Pen or pencil</li> <li>- Tape (for glue and paper strips)</li> <li>- Paper fasteners/ paperclips</li> <li>- Stapler</li> <li>- Hole punch</li> </ul>	<ul style="list-style-type: none"> <li>- Sculpture,</li> <li>- Assemblage,</li> <li>- Scale,</li> <li>- Abstract,</li> <li>- 3 dimensional (3D)</li> <li>- Slotting,</li> <li>- Stapling,</li> <li>- Taping.</li> </ul>
4.	<b>How can design and colour improve the look of your sculpture?</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can transfer knowledge and understanding of design work to develop skills necessary to work harmoniously together.</li> <li>● Working to solve problems that occur and show perseverance.</li> <li>● Can reflect on their own work, and adapt their sculpture by</li> </ul>	<p>How can I make my sculpture even better?</p> <p>Which patterns/ shapes did you prefer?</p> <p>How did you match the shapes to certain colours and patterns?</p>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Glue</li> <li>- Pen or pencil</li> <li>- Colouring tools</li> <li>- Paint and brushes</li> </ul>	<ul style="list-style-type: none"> <li>- Sculpture,</li> <li>- Assemblage,</li> <li>- Scale,</li> <li>- Abstract,</li> <li>- 3 dimensional (3D),</li> <li>- Surface,</li> <li>- Combinations.</li> </ul>

		adding colour, texture and pattern to make it more interesting and exciting.			
5.	<p><b>How can you present and explain your sculpture?</b></p> <p><b>(the big exhibition for parents)</b></p>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● Can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence.</li> <li>● Can use the language of art connected to sculpture in their discussions.</li> <li>● Can gain a sense of audience for their work.</li> </ul>	<ul style="list-style-type: none"> <li>- What could be the title for your sculpture?</li> <li>- Thinking about its colours and shapes. Does it remind you of anything?</li> <li>- How does the sculpture make you feel?</li> <li>- Where will you present your sculpture? Will it be indoors or outdoors? Where do you like it best? Why do you like it there?</li> </ul>	<p>Paper Glue Pen or pencil Colouring tools</p>	<ul style="list-style-type: none"> <li>- Sculpture,</li> <li>- assemblage,</li> <li>- Scale,</li> <li>- abstract,</li> <li>- 3 dimensional (3D),</li> <li>- Surface,</li> <li>- Figurative.</li> </ul>

Learn More

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### **1. Coherence and flexibility**

The art, craft and design curriculum for Key Stage 1 covers engaging and age-appropriate content for both year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning - i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

## **2. Knowledge organisation**

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 12 areas of making in the key stage 1 and 2 curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress) '
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

## **3. Knowledge selection**

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 1 and Key Stage 2 as a basic entitlement: drawing, painting and sculpture - to be complemented by other techniques. This curriculum includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

#### **4. Inclusive and ambitious**

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate difference.

#### **5. Pupil engagement**

Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

#### **6. Motivation through learning**

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and

these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

### 7. A curriculum of quality

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's (1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves.

### 8. Additional information about sequence

Units in each year group can be taught in the sequence AB or BA. Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability. Please see the KS2 Art Curriculum Map for more information about the Key Stage 2 Art units.

### 9. Key stage 1 progress objectives

The tables below give additional information about each progress objective in the key stage 1 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding. For each progress objective, you can see how that objective is developed across each of the key stage 1 art and design units.

#### 9.1 Generating ideas: progress objectives

Unit	Year group	Progress objectives
Unit IA: Drawing focus	Year 1	<ul style="list-style-type: none"> <li>● Can recognise that ideas and emotions can be expressed through drawing.</li> <li>● Can experiment with drawing materials with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them).</li> </ul>

Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"><li>● Can recognise that ideas and emotions can be expressed through the medium of paint.</li><li>● Can experiment and explore with a wide variety of tools and materials to create different effects in paint</li></ul>
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"><li>● Can try out different printmaking activities and make sensible choices about what to do next.</li><li>● Can use drawing to record ideas and experiences to inform printmaking.</li></ul>
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"><li>● Can recognise that ideas, thoughts and emotions can be visually expressed through working in three dimensions, with a focus on sculpture.</li><li>● Can experiment and explore with a wide variety of processes, materials and tools to explore ideas in 3D: Try out different activities and make sensible choices about what to do next.</li></ul>

## 9.2 Making: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"><li>• Can try out a range of drawing materials and processes and recognise that they have different qualities.</li><li>• Can use drawing materials purposefully to achieve particular characteristics or qualities.</li></ul>
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"><li>• Can transfer exploratory work to develop personal ideas on a variety of surfaces and scale.</li><li>• Can use a range of paint techniques to demonstrate recognition of different qualities and characteristics of the materials.</li></ul>
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"><li>• Can deliberately choose to use particular printmaking techniques for a given purpose.</li><li>• Can develop and exercise some care and control over the range of printmaking materials they use (for instance, they do not accept the first mark but seek to refine and improve).</li></ul>
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"><li>• Can develop exploratory work (learning about and through using materials) to develop a personal response through the use of construction techniques: Develop and exercise some care and control over</li></ul>

		<p>the range of materials they use.</p> <ul style="list-style-type: none"> <li>• Can use a range of materials and joining techniques to demonstrate a recognition of different qualities and characteristics of the materials: Deliberately choose to use particular techniques for a given purpose.</li> </ul>
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### 9.3 Evaluating: progress objectives

Unit	Year group	Progress objectives
Unit 1A: Drawing focus	Year 1	<ul style="list-style-type: none"> <li>• Can show interest in and describe what they think about the drawings of others.</li> </ul>
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"> <li>• Can talk about their own work, describing the process and beginning to articulate their own thoughts and ideas.</li> </ul>
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"> <li>• When looking at creative work, can express clear preferences and give some reasons for these (for instance, be able to say "I like that because...").</li> </ul>
Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"> <li>• Can talk about their own work, and the work of their peers, describing processes and developing confidence to articulate their own thoughts and ideas: When looking at creative work, express clear preferences and give some reasons for these.</li> <li>• Can use drawing to record ideas and</li> </ul>

		experience.
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#### 9.4 Underpinning knowledge and understanding: progress objectives

Unit	Year group	Progress objectives
Unit IA: Drawing focus	Year 1	<ul style="list-style-type: none"> <li>• Can recognise and describe some simple characteristics of different kinds of drawing.</li> <li>• Can name the drawing tools, techniques, and the formal elements (colours, shapes, tones etc.) that they use.</li> </ul>
Unit 1B: Painting focus	Year 1	<ul style="list-style-type: none"> <li>• Knows how to recognise and describe some simple characteristics of a range of paintings, from different histories and cultures, including contemporary.</li> <li>• Knows the names of painting tools, techniques, and elements, for example colours and shapes, that they use.</li> <li>• Begins to use the language of art connected to painting in their discussions.</li> </ul>
Unit 2A: Printmaking focus	Year 2	<ul style="list-style-type: none"> <li>• Know that different forms of creative works are made by artists, craftmakers and designers, from all cultures and times.</li> <li>• Can talk about the printmaking materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).</li> </ul>

Unit 2B: Sculpture focus	Year 2	<ul style="list-style-type: none"><li>● Know how to recognise and describe key characteristics of a range of sculpture and 3D artwork, from different histories and cultures, including contemporary art.</li><li>● Know the specific terms related to sculptural techniques and elements, for example: form, shape and volume. Begin to use the language of art connected to sculpture in their discussions.</li></ul>
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