



Art & Design

Disciplinary knowledge and skills mapping

CUSP Art and Design Long term sequence

	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Disciplinary knowledge and skills

It is built upon the elements of art and design (line, shape, texture, colour, form, space, and tone). This is combined with the practical knowledge, whereby pupils learn the skills to generate ideas, create and present these in visual form (drawing, painting, printmaking, textiles, 3D and collage).

Pupils will know	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Marks (lines) can be made using a variety of drawing tools.	Different effects (textures) can be made by using and combining different drawing tools and mark making on a range of surfaces.	Lines and patterns can be seen in natural objects such as plants, rocks and fossils. Drawing techniques can be used to replicate these marks.	A focal point encourages detailed observation of lines and details or an area of interest. Fine control helps to add detail.	Drawing techniques can be combined. Lines can be used to suggest harmony. Lines can be organic or geometric.	Scale, proportion, line and texture can be used to create shape and form.
Painting	Paint can be used to make a range of marks. The primary colours are red, blue and yellow.	Colour, line and space can be used to show mood, movement and feeling. The primary colours can be combined to create secondary colours.	Line, pattern and texture can be made by creating different consistencies and effects with paint.	Abstract paintings can be created using lines, shapes and colours to depict an object rather than creating a realistic depiction.	Abstract paintings can suggest harmony or discord by using line and colour. Overlaying of colour and placement of lines is intentional to create an effect or outcome.	With intentional choice of painting tools and use of paint, realistic depictions can be created. Adding substances to paint can cause effect and in interesting results.
Printmaking	A print can be made using everyday objects. A stencil or a relief block can be used to transfer colour, shape and texture.	Prints can be created using natural objects. Marks can be replicated quickly and organized symmetrically and as a repeated pattern. Techniques can be combined.	Lines and patterns can be replicated using selected printing tools and hand designed blocks to create emotion and imagery.	Symbolic use of colour and geometric patterns are used in printmaking in certain cultures. Colour, texture, line and pattern can be explored through printmaking.	Colour reduction is a method used to create coloured prints. Line, shape and colour need to be strategically placed for effect.	Batik is a traditional Indonesian printing method that uses strategically placed lines of wax to create a resist and determine placement of colour, pattern and shape.

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Textiles	Natural and man-made fibres can be combined to create texture and colour.	Selected materials and fibres can be used to create a design or image where line, colour and texture are strategically placed.	Geometric patterns are used specifically in certain cultures. Line, texture and colour can be combined to create a visual textile story.	Tie dye is a traditional method used to create designs of colour, random patterns and lines on fabric. Colour can be used symbolically in different cultures.	Natural and man-made textiles can be combined by weaving, braiding and sewing. Texture, line, shape and form can be explored through joining fibres.	Fabrics and fibres, as well as techniques, can be combined for effect and impact. Fibres can be dyed, printed on, and manipulated to intensify texture, pattern or line.
Collage	Paper can be cut or torn for effect and then layered to create a textured surface.	Materials can be reconstructed. Images, colours and textures can be selected to create an abstract design.	Placement of collage materials can create pattern, shapes and line.	Combining colour and line can create an illusion of movement.	Texture and line can be enhanced by layering, overlapping and using space between placement of materials.	Colour, texture and space can be explored through combining materials and painting techniques.
3D	Sculptures can be made using different materials to create shape and form. Weight and balance need to be considered.	Maquettes (small models) are used to explore the shape, form and space of the 3D form prior to creating a finished piece.	Sculptures can vary in size. Relief work is a technique where shape, form and texture can be explored from a fixed position or base.	Proportion and scale need to be considered. Line can be used to suggest flow and movement.	An armature may be used to support a 3D piece of work. The positioning of a sculpture needs to include consideration of space, shape and form.	Tactile elements form visual balance. Asymmetrical balance is created when colour, space and form are given equal value on areas of a sculpture.

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Pupils will be able to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Select appropriate tools.</p> <p>Make a range of marks.</p>	<p>Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed.</p>	<p>Identify lines and patterns in nature (rocks and fossils).</p>	<p>Assemble objects to create an interesting composition.</p> <p>Use a viewfinder.</p> <p>Use fine control to add detail.</p>	<p>Combine drawing techniques, making informed decisions based on knowledge of what could happen.</p> <p>Transfer and enlarge an image.</p> <p>Work in the style of an artist.</p>	<p>Work artistically using: shape, line, form, texture, colour, value and space.</p>
Painting	<p>Make thick and thin marks.</p> <p>Identify shades of primary colours.</p>	<p>Select colours and painting tools.</p> <p>Make painted marks to express feelings.</p>	<p>Use a range of techniques to create backgrounds for effect.</p> <p>Paint backgrounds that create a negative space.</p>	<p>Position images on a plane to create space.</p> <p>Add grey to a colour to create a tonal change.</p> <p>Add white to a colour to create tints.</p>	<p>Select materials to create specific marks using watercolour paint.</p>	<p>Create a still life using a variety of colours, textures and materials, including paint.</p>
Printmaking	<p>Combine printing techniques e.g. stenciling and relief printing.</p> <p>Apply paint using controlled brushstrokes and stippling.</p>	<p>Create repeated patterns.</p> <p>Combine printing techniques.</p>	<p>Make a variety of printed marks including: monoprinting and block printing.</p>	<p>Create printing to represent Kente design.</p> <p>Combine media to create texture.</p>	<p>Create reduction prints and explain and record the process.</p>	<p>Create a simple one-point perspective sketch.</p>

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Pupils will be able to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	Combine a range of materials to produce textile art.	Select appropriate textures to create a new picture.	Tell a story using textiles.	Use tie dye to create colour designs. Combine media to create texture.	Combine fabrics in a range of ways. Weave, braid and construct art using natural objects.	Apply wax to the surface of fabric and dye it to create coloured designs
Collage	Build up layers, using collage to create a background. Tear paper and use scissors to cut for precision.	Select appropriate pre-used images and colours to create a new picture.	Create collaged patterns within concentric circles.	Assemble pieces of paper to create the illusion of movement.	Reconstruct picture using selected images from magazines and prepared papers.	Colour, texture and space can be explored through combining materials and painting techniques.
3D	Select materials based on their properties. Take inspiration from the work of an artist	Join materials together to form a 3D work of art. Make a small rough draft of a sculpture to explore ideas.	Produce relief work, placing objects into gesso. Use wire to create structure and form.	Create figures that are in proportion and out of proportion.	Use armatures to produce 3D forms. Join two or more pieces of clay.	Use different media to create shapes and forms. Match visual and tactile elements to their intentions to create visual balance.

Disciplinary knowledge also enables pupils to learn about how art is studied, discussed and judged.

Year 1	Block A	Block B	Block C	Block D	Block E	Block F
How art is studied.	L1	L1/L2/L3	L1/L3	L1/L3	L1/L3	L2
How art is discussed.	L2/L3	L2	L1/L2/L3	L1/L2/L3	L2/L3	L1/L2/L3
How art is judged.	L3	L2	L1/L3	L3	L2/L3	L1/L3

Year 2	Block A	Block B	Block C	Block D	Block E	Block F
How art is studied.	L1/L2	L1/L3	L1/L2/L3	L1/L3	L1/L2	L1
How art is discussed.	L1/L2/L3	L1/L2/L3	L1/L2	L1/L2/L3	L1/L2/L3	L1/L2
How art is judged.	L3	L2/L3	L3	L3	L2/L3	L1/L3

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Year 3	Block A	Block B	Block C	Block D	Block E	Block F
How art is studied.	L1/L2	L1/L2/L3	L1/L2/L3	L1/L3	L1/L2	L1
How art is discussed.	L1/L2	L1/L2	L1/L3	L1/L3	L2/L3	L1/L2
How art is judged.	L3	L1/L3	L3	L2/L3	L3	L1/L3

Year 4	Block A	Block B	Block C	Block D	Block E	Block F
How art is studied.	L1/L2	L1/L2/L3	L1/L2/L3	L1/L2/L3	L1/L2	L1/L2/L3
How art is discussed.	L2/L3	L2/L3	L2/L3	L2/L3	L2	L1/L2
How art is judged.	L2/L3	L2/L3	L3	L1/L2/L3	L1/L3	L1/L3

Disciplinary knowledge also enables pupils to learn about how art is studied, discussed and judged.

Year 5	Block A	Block B	Block C	Block D	Block E	Block F
How art is studied.	L1/L2	L2/L3	L1/L2	L1/L2	L1/L2	L1
How art is discussed.	L1/L2/L3	L1/L3	L1/L2/L3	L2	L1/L3	L1
How art is judged.	L1/L3	L2/L3	L1/L3	L3	L2/L3	L1/L2/L3

Year 6	Block A	Block B	Block C	Block D	Block E	Block F
How art is studied.	L1/L2/L3	L2/L3	L1/L2/L3	L1/L2	L1/L2	L1/L2
How art is discussed.	L1/L3	L1/L2/L3	L1/L3	L2/L3	L1/L2/L3	L1/L2
How art is judged.	L1/L3	L1/L3	L2/L3	L1/L3	L3	L1/L3