



Skills Map for STEAM (Science, Technology, Engineering, Art & Music)

Art & Design

'We create, we design, we make, we evaluate in order to live life in all its fullness.'

Early Years

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> To express their feeling through drawing. To create moods in their drawings. To draw controlled lines and use the skill to make different shapes. To interpret an object through drawing. 	<ul style="list-style-type: none"> To experiment with a range of painting equipment. To paint controlled lines and use the skill to make different shapes. To mix colours and describe how they change. 	<ul style="list-style-type: none"> To use different tools through printing to create marks. To create a simple pattern. To repeat a print to make a simple pattern. 	<ul style="list-style-type: none"> To manipulate fabric to achieve a desired effect. (e.g. weaving, costume making, paper making) To weave a pattern. To use their senses and make observations about the different types of textiles.
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> To use found objects to build. To select and use appropriate 3D shapes to build and recreate models. 	<ul style="list-style-type: none"> To cut and tear paper and card for their collages. To colour sort material. To build layers 	<ul style="list-style-type: none"> To use a simple painting program to create a picture. To experiment using different tools in an application. 	<ul style="list-style-type: none"> Describe what they can see and like in the work of another artist/craft maker/designer. Say what they liked about their artwork or what they did well.

Greater Depth

- Develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations, can they find out and make decisions about how media and materials can be combined and changed.
- Talk about the ideas and processes which have led them to make their designs or images.
- Talk about the features of their own and others' work, recognising the differences between them and the strengths of others.



Year 1

Year 1			
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Textiles</i>
<ul style="list-style-type: none"> To express their feeling through drawing. To create moods in their drawings. To draw lines of different shapes and thickness, using different grades of pencil. To interpret an object through drawing. 	<ul style="list-style-type: none"> To express their feelings through painting. To interpret an object through painting. To have an understanding of basic colour theory. 	<ul style="list-style-type: none"> To recognise different marks through printing with different objects. To repeat a print to make a pattern. To apply drawing skills to print. 	<ul style="list-style-type: none"> To group fabrics and threads by colour and texture. To be able to weave a pattern. To identify when patterns are used in textile design.
<i>3D</i>	<i>Collage</i>	<i>Use of IT</i>	<i>Knowledge</i>
<ul style="list-style-type: none"> To recognise different textures in different surfaces. To use different materials to create raised texture. To scrunch, roll, shape materials to make a 3D form. 	<ul style="list-style-type: none"> To cut and tear paper and card for their collages. To colour sort material. To build layers of materials to create an image. 	<ul style="list-style-type: none"> To use a simple painting program to create a picture. To recognise different tools and how to use them. To go back and change their picture. 	<ul style="list-style-type: none"> Describe what they can see and like in the work of another artist/craft maker/designer. Express their feelings about their own piece of art. Express their feelings about a peer's piece of art.
<i>Greater Depth</i>			
<ul style="list-style-type: none"> Make links between their own artwork and other artists. Evaluate their own and others' artwork and make suggestions for improvement. Comment how an artist/designer has used colour, pattern and shape. Plan their art using a range of techniques e.g. sketches, discussion. 			



Year 2

Year 2			
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Sketch books</i>
<ul style="list-style-type: none"> To understand where they might use different grades of pencil in their drawing and why. To use charcoal and pastels to create different drawing styles. To create different tones using light and dark. To use different shading techniques to create different tones. To show patterns and texture in their drawings To use a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> To mix paint to explore colour theory. To create shades of a colour. To experiment with watercolour techniques to create different effects. 	<ul style="list-style-type: none"> To create a repeat print. To create an impression in a surface and use this to print. To find printing opportunities in everyday objects. 	<ul style="list-style-type: none"> To begin to demonstrate their ideas through sketches in their sketchbooks. To make links with an artist and show this in their sketchbooks. To use their sketchbooks as a mode to record experimentation.
<i>3D/Textiles</i>	<i>Collage</i>	<i>Use of IT</i>	<i>Knowledge</i>
<ul style="list-style-type: none"> To mould, form and shape and bond materials to create a 3D form. To use bonding techniques to add parts onto their sculpture. To apply a smooth surface to a sculptural form. To add line and shape to their work. To bond fabrics together. To build an image using fabrics. To create a large-scale textile or sculpture piece through class collaboration. 	<ul style="list-style-type: none"> To interpret an object through collage. To use different kinds of media to embellish and add details on their collage and explain what effect this has. 	<ul style="list-style-type: none"> To be able to create a picture independently. To use simple IT mark making tools, e.g. brush and pen tools. To edit their own work. To change their photographic images on a computer. 	<ul style="list-style-type: none"> Make links to an artist to inspire their work. Make topic links to their art. Say how other artist/craft, maker/designer have used colour, pattern and shape.
<i>Greater Depth</i>			
<ul style="list-style-type: none"> Make comparisons between their own artwork and other artists. Articulate what they are trying to express in their own artwork. Make suggestions for improvement in their own and others' artwork. Transfer skills into a different medium e.g. using drawing skills when painting. 			



Year 3

Year 3			
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Sketch books</i>
<ul style="list-style-type: none"> • To use their sketches to develop a final piece of work. • To use drawing as a tool to express an idea. • To use different shading techniques to give depth to a drawing. • To use different shading techniques to create texture in a drawing. 	<ul style="list-style-type: none"> • To mix a range of colours in the colour wheel. • To identify what colours work well together. • To create a background using a wash. • To use a range of brushes to create different effects. 	<ul style="list-style-type: none"> • To experiment with layered printing using 2 colours or more. • To understand how printing can be used to make numerous designs. • To transfer a drawing into a print. 	<ul style="list-style-type: none"> • To use their sketch books to express feelings about a subject and to describe likes and dislikes. • To make notes in their sketch books about techniques used by artists. • To suggest improvements to their work by keeping notes in their sketch books.
<i>3D/Textiles</i>	<i>Collage</i>	<i>Use of IT</i>	<i>Knowledge</i>
<ul style="list-style-type: none"> • To add layers onto their work to create texture and shape. • To work collaboratively to create a large sculptural form. • To use fabrics to build an image. • To add details to a piece of work. • To add texture to a piece of work. 	<ul style="list-style-type: none"> • To overlap materials. • To use collage as a tool to develop a piece in mixed media. • To use collage to create a mood boards of ideas. 	<ul style="list-style-type: none"> • To combine digital images with other media. • To use IT programs to create a piece of work that includes their own work and that of others (using web) • To use the web to research an artist or style of art. 	<ul style="list-style-type: none"> • Compare the work of different artists. • Explore work from other cultures. • Communicate what they feel the artist is trying to express in their work. • Communicate what they are trying to express in their own work.
<i>Greater Depth</i>			
<ul style="list-style-type: none"> • Evaluate their learning process and make suggestions for improvement in their own and others' artwork. • Adapt or improve their original ideas. • Explain why they have selected specific materials for their artwork. • Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature. 			



Year 4

Year 4			
<p><i>Drawing</i></p> <ul style="list-style-type: none"> To experiment with drawing techniques to support their observations. To create a sense of distances and proportion in a drawing. To use experimental drawing techniques to create atmosphere in a drawing. To explain why they have chosen specific materials to draw with. 	<p><i>Painting</i></p> <ul style="list-style-type: none"> To understand the different properties of different paints. To create mood in a painting. To use shade to create depth in a painting. 	<p><i>Printing</i></p> <ul style="list-style-type: none"> To explore a variety of printing techniques. To create an accurate print design. To use printmaking as a tool with other medias to develop a final outcome. 	<p><i>Sketch books</i></p> <ul style="list-style-type: none"> To use their sketch books to express feelings about a subjects and outline likes and dislikes. To produce a mood board to inspire and influence their work. To use their sketch books to adapt and improve their original ideas. To keep notes about the purpose of their work in their sketch books To evaluate their learning and record in sketch books.
<p><i>3D/Textiles</i></p> <ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form. To take a 2D drawing into a 3D form. To shape using a variety of mouldable materials. To explore a range of textures using textiles. To transfer a drawing into a textile design. To use artists to influence their textile designs. 	<p><i>Collage</i></p> <ul style="list-style-type: none"> To overlap materials. To use collage as a tool to develop a piece in mixed media. To use collage to create a mood boards of ideas. 	<p><i>Use of IT</i></p> <ul style="list-style-type: none"> To present a collection of their work on a slide show. To create a piece of art work which includes the integration of digital images they have taken. To combine graphics and text based on their research. 	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> Compare the work of different artists. Explore work from other cultures. See how art can change over time. Communicate what they feel the artist is trying to express in their work. Communicate what they are trying to express in their own work.
<p><i>Greater Depth</i></p>			
<ul style="list-style-type: none"> Critique their own and others' artwork throughout the learning process to develop and support each other. Use a range of sources e.g. books, internet, galleries to influence their ideas. Experiment with combining different materials and discuss their effectiveness. Discuss how a range of factors influences art from different cultures. 			



Year 5

Year 5			
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Sketch books</i>
<ul style="list-style-type: none"> To experiment with drawing techniques to support their observations. To create a sense of distances and proportion in a drawing. To use line to create movement in a drawing. To understand how drawing skills can support other media. To develop a series of drawings that explore a theme. To explain why they have chosen specific materials to draw with. 	<ul style="list-style-type: none"> To understand the different properties of different paints. To create a range of shades using different kinds of paint. To create mood in a painting. To use shade to create depth in a painting. Identify different painting styles and how these have artists are influenced by these styles over time. 	<ul style="list-style-type: none"> To be able to print using materials. To create an accurate print design that reflects a theme or ideas. To make links with printmaking and other medias to help develop their work. 	<ul style="list-style-type: none"> To experiment with different styles which artists have used. To use their sketch books as a mode to record the learning journey. To use their sketchbooks to explore and practice using a range of materials, record ideas and experiment. To use their sketchbooks to build and record their knowledge. To compare sketchbook ideas and give supportive and constructive feedback on peers' development.
<i>3D/Textiles</i>	<i>Collage</i>	<i>Use of IT</i>	<i>Knowledge</i>
<ul style="list-style-type: none"> To experiment with and combine materials and processes to design and make 3D form. To take a 2D drawing into a 3D form. To shape using a variety of mouldable materials. To explore a range of textures using textiles. To transfer a drawing into a textile design. To use artists to influence their textile designs. 	<ul style="list-style-type: none"> To overlap materials. To use collage as a tool to develop a piece in mixed media. To use collage to create a mood boards of ideas. To combine pattern, tone and shape in collage. 	<ul style="list-style-type: none"> To create a piece of art work which includes the integration of digital images they have taken. To combine graphics and text based on their research. To scan images and take digital photos, and use software to alter them. To create digital images with animation, video and sound to communicate their ideas. 	<ul style="list-style-type: none"> Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class. Critique each other's' work as a way of developing and supporting each other's' ideas. Understand how different medias can be combined and work together. Know to develop an idea through exploration and experimentation.
<i>Greater Depth</i>			
<ul style="list-style-type: none"> Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process. E.g. form, composition, tone. Plan carefully their art, taking into account layout, composition and perspective. Explain their own style of art and what has influenced their choices. E.g. mood, events, geography, nature, history. 			



Year 6

Year 6			
<i>Drawing</i>	<i>Painting</i>	<i>Printing</i>	<i>Sketch books</i>
<ul style="list-style-type: none"> To communicate ideas and convey a sense of individual style in sketches. To show strong understanding of how to use shading techniques to create depth and tone. To know when to apply different drawing techniques to support their outcomes. To create accurate and experimental drawings. To explain how they have combined different tools and why they have chosen different techniques. 	<ul style="list-style-type: none"> To explain what their own style is. To use a wide range of techniques in their work and explain why they have chosen these techniques. To have a strong understanding of colour theory and how to use it to create a balanced painting. 	<ul style="list-style-type: none"> To overprint using different colours. To identify different printing methods and make decisions about the effectiveness of their printing methods. To understand how to make a positive and a negative print. 	<ul style="list-style-type: none"> To make detailed notes, and quotes explaining their drawings and ideas. To compare their methods to those of others and keep notes. To adapt and refine its meaning and purpose, keeping notes and annotations in their sketch books. To include formal elements of art: line, form, pattern, tone, colour, space and shape. Presentations should be clear and labelled.
<i>3D/Textiles</i>	<i>Collage</i>	<i>Use of IT</i>	<i>Knowledge</i>
<ul style="list-style-type: none"> To create models on a range of scales. To create work which is open to interpretation by the audience. To include both visual and tactile elements in their work. To know the properties of a wide range of different sculptural materials and how to use them. 	<ul style="list-style-type: none"> To justify the materials they have chosen. To combine pattern, tone and shape. To use collage as part of a mixed media project. To express their ideas through collage. 	<ul style="list-style-type: none"> To use software packages to create pieces of digital art to design. To create a piece of art which can be used as part of a wider presentation. 	<ul style="list-style-type: none"> Make a record about the styles and qualities in their pieces. Say what their work is influenced by. Include technical aspects in their work e.g. architectural design Have knowledge of a wide range of artists and have formed their own opinions on their different styles.
<i>Greater Depth</i>			
<ul style="list-style-type: none"> Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements. Work independently, confidently and take creative risks in their work. Explain their own style of art and identify a range of influences. E.g. mood, events, geography, nature, history. 			