

## Art Curriculum Map

Early Years Nursery			
Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Explore different materials freely in order to develop their ideas about how to use them and what to make</p> <p>Create closed shapes with continuous lines and begin to use these to represent objects</p> <p>Draw with detail – a circle face and facial features.</p>	<p>Make marks to represent ideas like movement or loud noises</p> <p>Show different emotions in mark making</p> <p>Explore colours and colour mixing</p>	<p>Join different materials and explore different textures.</p>	<p>Develop own ideas and then decide what materials to use to express them.</p>

## Early Years Reception

Early Years Reception			
Autumn	Spring	Summer	
<p>Topic: Collage</p> <p>Artists: Henri Matisse</p> <p>Cross Curricular links: based from children's interests</p> <p>Big piece: Fleurs De Neige</p>	<p>Topic: Mixed media</p> <p>Artists: Henri Rousseau</p> <p>Cross Curricular links: based from children's interests - animals</p> <p>Big piece: Tiger in a storm</p>	<p>Topic: observational painting</p> <p>Artists: Vincent Van Gogh</p> <p>Cross Curricular links: based from children's interests</p> <p>Big piece: Sunflowers</p>	
Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</p> <p>Select coloured drawing implements for a purpose.</p> <p>Use drawing tools to make marks, lines and curves.</p> <p>Draw accurate representations of people and objects. To talk about their own and others' work</p>	<p>To recognise and name different colours. Understand that when colours are mixed, new colours are created.</p> <p>To select and create different colours.</p> <p>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</p> <p>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</p> <p>To work from direct observation and imagination.</p> <p>To talk about their own work.</p>	<p>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</p> <p>Consider their final outcome before making</p>	<p>Share creations, explaining the processes used.</p>

**Year 1**

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Topic: Pop art (painting)</p> <p>Artist: James Rizzi</p> <p>Cross Curricular links: Geography topic, history – ourselves</p> <p>Big piece: Pop art building city scape</p>	<p>Topic: Landscapes</p> <p>Artist: Friedensreich Hundertwasser</p> <p>Cross Curricular links: Human and physical features in our school and grounds</p> <p>Big piece: Hundertwasser City</p>	<p>Topic: Tissue paper collage</p> <p>Artist: Georgia O’Keefe</p> <p>Cross Curricular links: Science and growing</p> <p>Big piece: Oriental Poppies</p>

Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork – make it a safe space where mistakes can be made.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Work on different scales e.g. A2/A3 paper</p> <p>Mix secondary colours and shades using different types of paint and match to objects.</p> <p>Create different textures using different materials e.g. wood shavings/ cornflour and paint</p>	<p>Make informed choices about the 3D technique chosen – reason behind this creation and what was used</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Use a variety of materials.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>

**Year 2**

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Topic: Mix media art</p> <p>Artist Jan Griffier</p> <p>Cross Curricular links: History, Great Fire of London</p> <p>Big piece: Charcoal Tudor houses on fiery backgrounds.</p>	<p>Topic: Water colours/ power paints</p> <p>Artist: J W Turner</p> <p>Cross Curricular links: Geography – continents, oceans and seas</p> <p>Big piece: Stormy seascapes based on Snow Storm, Hannibal And His Army Crossing the Alps (1812)</p>	<p>Topic: Sculpture</p> <p>Artist: Antony Gormley</p> <p>Cross Curricular links: History – seaside, past and present</p> <p>Big piece: cube figures using Modroc</p>

Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from a figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, including layering, mixing media, scraping</p> <p>Work on a range of scales e.g. large brush on large paper.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with constructions and joining techniques. Use recycled, natural and man-made materials more confidently.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>

**Year 3**

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Topic: Mixed media paintings (making own paint using egg whites using key colours &amp; charcoal)</p> <p>Artist: Various</p> <p>Cross Curricular links: Stone Age</p> <p>Big piece: Cave Paintings</p>	<p>Topic: Sculpture/ environmental art</p> <p>Artist: Various</p> <p>Cross Curricular links: History – Ancient Egypt</p> <p>Big piece: Egyptian masks</p>	<p>Topic: Watercolours</p> <p>Artist: Claude Monet</p> <p>Cross Curricular links: Geography - France</p> <p>Big piece: Water Lilies and the Japanese Bridge</p>

Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Identify and draw the 2D &amp; 3D geometric shapes in nature and the world around them.</p> <p>Draw with more control to create dark and light tones.</p> <p>Use more effective ways to shade, blend and erase to refine sketches.</p> <p>Develop confidence making marks &amp; lines to describe a wide range of surfaces, textures &amp; forms.</p> <p>Use range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels.</p> <p>Understand the differences and similarities between these materials and select which one is most suitable for the task they need.</p>	<p>Develop painting skills with increasing control, &amp; precision when painting detail, lines and edges of shapes.</p> <p>Use different types of paint and painting surfaces, identify different paintbrushes and painting equipment, understanding the various purposes they have.</p> <p>Study how other artists' paint, applying elements of this to their work.</p> <p>Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</p>	<p>Pupil will design and make forms in 3 dimensions, using card, wire, understanding how to finish and present their work to a good standard.</p>	<p>Record the world around them, their ideas, thoughts, feelings, and discoveries.</p> <p>Make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.</p> <p>Create art for expression, imagination, and pleasure.</p> <p>Create significant works of art, craft, design or architecture and give personal oral opinions about it.</p> <p>How has the artist produced this work? What was the background to the art? Why was it made?</p> <p>Pupils will make copies of small areas of the artist's work to study their techniques, colour, tone, textures, and patterns used etc.</p> <p>Pupils will look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art.</p>

## Year 4

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Topic: Oil pastels</p> <p>Artist: Gustav Klimt</p> <p>Cross Curricular links: Geography - Europe</p> <p>Big piece: Portraits/Self-portraits. (Portrait of Eugenia Primavesi)</p>	<p>Topic: Drawing - blending</p> <p>Artist: Umberto Boccioni,</p> <p>Cross Curricular links – Geography - Italy</p> <p>Big piece: Plastic forms</p>	<p>Topic: painting</p> <p>Artist: Based off traditional Chinese patterns</p> <p>Cross Curricular links: History – Ancient China</p> <p>Big piece: Blue willow china on plates</p>

Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Make progress in controlling line &amp; shading with graphite, chalks and charcoal to describe shape, form and light and shade.</p> <p>Practice drawing quick, light lines (sketching) &amp; more deliberate, measured lines.</p> <p>Learn different styles of drawing; realistic and abstract.</p> <p>Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.</p>	<p>Use paint with sensitivity &amp; control, more accurately applying appropriate amounts of paint to the surface.</p> <p>Use different types of paint such as poster paint, powder, watercolour or acrylic for example. Know when to use these paints &amp; name some of their properties.</p> <p>Experiment with colour, texture, line, shape &amp; composition to express purpose, mood and feelings when painting.</p> <p><b>Colour:</b> learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings.</p> <p><b>Tone/Form:</b> paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p><b>Line/Shape:</b> Use line with greater confidence to highlight form and shape.</p> <p><b>Pattern/Texture:</b> Use pattern &amp; texture for desired effects and decoration, learning to manipulate light and shade for dramatic effect.</p>	<p><b>3D sculpture</b> Design and make forms in 3 dimensions, air dry clay, understanding how to finish and present their work to a good standard.</p> <p>Become more confident at modelling materials, working safely and sensibly, persevering when the work is challenging.</p>	<p>Record of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space</p> <p>Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.</p> <p>Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it.</p> <p>How has the artist produced this work? What was the background to the art? Why was it made?</p> <p>Have the opportunity to make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc.</p> <p>Pupils will study how other artists' make art, including the work of other peoples and cultures, past and present.</p> <p>Pupils will look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art</p>

## Year 5

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Topic: 3D Art – Mixed media</p> <p>Artist: Various</p> <p>Cross Curricular links: History – Ancient Greece</p> <p>Big piece: Designing and making own vase on paper to create a 3D effect.</p>	<p>Topic: Lino printing</p> <p>Artist: Katushika Hokusai</p> <p>Cross Curricular links – Geography - Asia</p> <p>Big piece: The Great Wave</p>	<p>Topic: chalk pastel and marker pen</p> <p>Artist: Peter Thorpe</p> <p>Cross Curricular links: Science - Space</p> <p>Big piece: Space art</p>

Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Pupils will draw with increasing confidence</p> <p>Pupils will draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly.</p> <p>Pupils will control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.</p> <p>Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control; such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.</p> <p>Pupils will draw for a range of purposes, thinking, designing, creating, realising, imagining.</p> <p>Pupils will draw differently and will know realism is only one form of drawing.</p> <p>Pupils will learn about artists' drawings and will explain what they like, appreciate and admire to influence their own drawing style.</p>	<p>Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands.</p> <p>Pupils will learn how to control the amount of paint they need to use and/or use water to preserve finer details.</p> <p><b>Colour:</b> Develop the ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.</p> <p>Colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). They will mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p><b>Tone/ Form:</b> Represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p><b>Line/Shape:</b> Uses line or shape to create original compositions.</p> <p><b>Pattern Texture:</b> Uses pattern &amp; texture for purposeful effect.</p>	<p><b>3D Sculpture:</b> Design and make more complex forms in 3 dimensions, clay understanding how to finish work to a good standard.</p>	<p>Use a sketchbook for pleasure, recording, ideas &amp; expression so their sketchbook becomes a very personal space.</p> <p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't.</p> <p>They label these experiments for their own learning and record keeping.</p> <p>Record observations &amp; research of artists and themes.</p> <p>Take risks when trying out materials, investigate and explore the properties of materials.</p> <p>Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.</p> <p><b>Applying:</b> Make studies of artist's work to learn the techniques &amp; processes used. Use some of what they have learned from artist's studies to produce original work.</p>

## Year 6

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic: Puppet project	Topic: Painting and collage Artist: Gabriel Orozco Cross Curricular links: Geography- Mexico Big piece: Pinanona	Topic: WW2 Art Artist: Henry Moore Cross Curricular links: History- World War 2 Big piece: Shelter drawings

Drawing	Painting	Sculpture	Exploring and Developing Ideas
<p>Draw with increasing confidence developing their own personal style.</p> <p>Work in a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, inks and other materials).</p> <p>Develop their choice over what materials they should use, working to own strengths and personal tastes.</p> <p>Learn more styles of drawing and learn how drawing is used in art graphics</p>	<p>Further practise how to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required.</p> <p>Painting will show a more confident ability to create 3D form, depth and distance using colour and tone. They will know about different types of paint media and when to use them.</p> <p>Pupils will be more confident at articulating which styles they prefer and why they like them.</p> <p><b>Colour:</b> Mix with care and sensitivity to show feeling and ideas. At this stage pupils will confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.</p> <p>Understand colour relationships such as complimentary &amp; harmonious colours.</p> <p><b>Tone/Form:</b> Control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer.</p> <p><b>Line/Shape:</b> Use lines with confidence to represent own ideas and compositions.</p> <p><b>Pattern/Texture:</b> Understand how to apply pattern and texture with confidence to decorate or embellish art work.</p>	<p>Links to puppet project</p> <p>Cross curricular links with Art and DT</p>	<p>Use a sketchbook for pleasure, recording, ideas &amp; expression so their sketchbook becomes a very personal space.</p> <p>Experiment with techniques in sketchbooks to see what works and what doesn't.</p> <p>They label these experiments for their own learning and record keeping.</p> <p>Record observations &amp; research of artists and themes.</p> <p>Continue to study significant works of art using the following method:</p> <ul style="list-style-type: none"> <li>• <i>Content</i> – Describe the art. Social, historical factors affect the work.</li> <li>• <i>Process</i> – When &amp; how made? What materials &amp; techniques are used?</li> <li>• <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture.</li> <li>• <i>Mood</i> – what emotions does the work convey?</li> </ul> <p><b>Applying:</b> Make studies of artist's work to learn the techniques &amp; processes used. Use some of what they have learned from artist's studies to produce original work.</p> <p>Develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p>



