**Art Curriculum Map – With End Goals**

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|  | Autumn | Spring | Summer |
| Reception | Daily access to art and design materials  Develop control of scissors and other tools – hole punch etc.  Self-portraits and pictures of family  Pictures of people who help us  Firework pictures  Printing  Colour mixing  Junk modelling  Designing birthday cards  Diwali lamps  Christmas Cards | Daily access to art and design materials  Develop control of scissors and other tools – hole punch etc.  Plan and make a model  Cutting / joining / finishing  Rockets  Space pictures  Alien masks  Easter cards and Mother’s Day cards  Flags  African music and songs  African necklaces  African animal pictures  African traditional dress collage  Silhouette / sunset paintings  Fruit still life pictures using oil pastels | Daily access to art and design materials  Symmetrical butterflies  Butterfly sun catchers  Van Gogh’s sunflowers  Flower still life pictures  Pirate maps  Pirate masks |
| EYFS | Creating with Materials - ELG  Children at the expected level of development will:   * 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; * Make use of props and materials when role playing characters in narratives and stories. | | |
| Year One | Marvellous me topic - Natural art - Barbara Hepworth  Bonfire night – collage  Christmas art – clay tree decoration / card / calendar/ decorative jar  Skills  Exploring and developing ideas  To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and develop their ideas.  To explore the work of a sculptor – Barbara Hepworth.  Evaluating and developing work  To review what they and others have done and say what they think and feel about it.  To identify what they may change in their current work or develop in their future work.  To use the appropriate language when describing media, tools and techniques.  Printing  To take rubbings showing a range of textures and patterns.  To make marks in print with a variety of objects including natural and man- made objects.  To build a repeating pattern using a variety of objects including natural and man-made objects and to recognise pattern in the environment.  To produce simple pictures by printing objects.  Painting  To explore different types of paint. (Glass paint- Christmas)  To create marks with a variety of tools. (bonfire pictures)  3D Form  To explore shape and form  To cut shapes accurately using scissors.  To use glue appropriately.  To join appropriately.  To manipulate a modelling medium e.g. clay.  To impress and apply decoration.  To construct and sculpt with a variety of objects including recycled, natural and man-made materials.  Texture and Collage  To use a wide range of media.  To experience paper and fabric collage.  To cut, glue and trim materials.  To experience paper weaving.  To explore fabric pens / fabric printing.  National Curriculum  To use a range of materials creatively to design and make products  To use collage, printing and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To learn about the work of a range of artists making links to their own work. | Brazil topic - Drawing – self portrait  Painting – Brazil paintings inspired by Brazilian artist Totonho – colour mixing  Skills  Exploring and developing ideas  To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and develop their ideas.  To explore the work of a Brazilian artist – Totonho  Evaluating and developing work  Review what they and others have done and say what they think and feel about it.  Identify what they may change in their current work or develop in their future work.  To use the appropriate language when describing media, tools and techniques.  Texture and Collage – rainforest birds  To use a wide range of media.  To experience paper and fabric collage.  To cut, glue and trim materials.  Painting  To hold and use a paintbrush comfortably.  To recognise and name primary colours.  To mix primary colours.  To mix and match colours to artefacts and objects.  To explore different types of paint.  To create a range of marks with a variety of paint brushes.  To create different textures with paint.  To work on different types/sizes of paper  Drawing (self-portrait for passport)  To hold and use tools comfortably.  To produce lines of different tones using the same pencil.  To outline and record shape.  National Curriculum  To use a range of materials creatively to design and make products  To use drawing, painting to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To learn about the work of a range of artists making links to their own work. | Plants topic - compare artists Van Gogh to Alexander Marshal – a botanical artist.  Seaside topic  Skills  Exploring and developing ideas  To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and develop their ideas.  To explore the difference and similarities within the work of artists – the painter Van Gogh compared to the botanical artist Alexander Marshal. Look at the difference between a picture painted for beauty and a botanical artist who draws and paints scientifically accurate flowers / plants.  Evaluating and developing work  To review what they and others have done and say what they think and feel about it.  To identify what they may change in their current work or develop in their future work.  To use the appropriate language when describing media, tools and techniques.  Texture and Collage  To experience paper weaving – seaside topic (seaside picture)  To explore fabric pens / fabric printing – DT link – sun hat  Painting  To look at the work of Van Gogh.  Drawing  To begin to record simple media explorations in a book.  To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoals, chalk and other dry media.  To hold and use tools comfortably.  To produce lines of different tones using the same pencil.  To outline and record shape.  To begin to infill with coloured pencils.  To experience use of soft pastels and oil pastels.  To use pastels in different ways mixing and hatching.  To produce patterns and textures that replicate those in the real world.  To work on diff To use a computer art package.  National Curriculum  To use a range of materials creatively to design and make products  To use drawing, painting to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Year Two | Food art – Magritte  Christmas art  Skills  Exploring and developing ideas  To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and the processes they have used; to develop their ideas.  To explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures.  Evaluating and developing work  Review what they and others have done and say what they think and feel about it.  Identify what they may change in their current work or develop in their future work.  Annotate own work.  To use appropriate language when describing media, textures, colours, tools, process and techniques.  Drawing  To use a book to work out ideas for drawings.  To layer different media e.g. pencils, crayons, pastels, felt tips, charcoals, chalk.  Draw for a sustained period of time.  To control a pencil.  To produce a growing range of pattern and textures with a single pencil.  To develop a range of tones with a single pencil.  To produce an expanding range of patterns and textures that replicate those in the real world.  To use tools in different ways e.g. hatching, stippling, blending.  To solidly infill shapes using pencils and pastels.  To experience use of soft pastels and oil pastels.  To work on different types/sizes of paper and surfaces.  To develop use of a computer art package.  Painting  To look at the work of Magritte  Texture / collage  To create textured collage from a variety of media.- Winter collage – Science link  Create a simple mosaic – Christmas tree picture   * to use a range of materials creatively to design and make products * to use drawing, painting to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * Learn about the work of a range of artists and making links to their own work. | Kandinsky  Skills  Exploring and developing ideas  To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and the processes they have used; to develop their ideas.  To explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures.  Evaluating and developing work  Review what they and others have done and say what they think and feel about it.  Identify what they may change in their current work or develop in their future work.  Annotate own work.  To use appropriate language when describing media, textures, colours, tools, process and techniques.  Painting  To hold and use a paintbrush comfortably to produce a range of marks.  To mix a range of secondary colours, shades and tones - developing ability to predict resulting colours.  To experiment with tools and techniques. (Layering, mixing media, scraping through.)  To name different paints.  To work in different consistencies.  To mix and match colours to artefacts and objects.  To work on different types/sizes of paper and surfaces.  To begin to explore the relationships between colour and moods / feelings.  To look at the work of Kandinsky  Printing  To identify the different forms printing takes; books, pictures, wallpaper, fabrics.  To use media to create a clean printed image.  To create pictures and patterns by printing from objects using more than one colour.  To create patterns with increasing complexity and repetition.  To develop impressed images using a variety of objects and materials with some detail.  To experience relief printing.   * to use a range of materials creatively to design and make products * to use drawing, painting to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. | Natural art-Andy Goldsworthy  Water art  Skills  Exploring and developing ideas  To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and the processes they have used; to develop their ideas.  To explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures.  Evaluating and developing work  Review what they and others have done and say what they think and feel about it.  Identify what they may change in their current work or develop in their future work.  Annotate own work.  To use appropriate language when describing media, textures, colours, tools, process and techniques.  Painting  To hold and use a paintbrush comfortably to produce a range of marks.  To mix a range of secondary colours, shades and tones - developing ability to predict resulting colours.  To experiment with tools and techniques. (Layering, mixing media, scraping through.)  To name different paints.  To work in different consistencies.  To mix and match colours to artefacts and objects.  To work on different types/sizes of paper and surfaces.  To begin to explore the relationships between colour and moods / feelings.  3D Form  To be able to shape and form from observation or imagination.  To understand the safety and basic care of tools.  To join confidently.  To manipulate a modelling medium e.g. clay to create a tile  To pinch, coil and use slab techniques to produce an end piece.  To use simple tools for mark making, shaping.  To experience a range of decorative techniques. (Applied, impressed, painted.)  To construct and sculpt with a variety of objects including recycled, natural and man-made materials confidently.  Build a textured relief tile.   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * Learn about the work of a range of artists designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Key Stage One | Children are taught   * To use a range of materials creatively to design and make products. * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | |
| Year Three | Textiles / 3D Form  Stone Age Links *Cave Painting (Charcoal)*  *Stonehenge model (Clay) Weaving (Textiles)*  To use sketchbook to collect and record visual information from different sources.  To use different media to achieve variations in line, texture, tone, colour, shape and pattern.  To use a variety of techniques including weaving.  To name the tools and materials they have used.  To develop skills in cutting, stitching and joining.  To join clay adequately and work reasonably independently.  To construct a simple clay base for extending and modelling other shapes.  To plan, design and make models.  Christmas Links *Calendar and card*  To experiment with a range of media e.g. overlapping, layering etc. To discuss own work and that of others. | Printing  Ancient Egyptian Links *Pattern and Colour (Painting / Printing)*  To print using a variety of materials, objects and techniques including layering.  To talk about the processes used to produce a simple print.  To explore pattern and shape, creating designs for printing.  To explore relief and impressed painting.  To use a variety of techniques including printing.  To be able to shape and form from observation or imagination. | Drawing  Local History Links *Local study artwork*  To experiment with different grades of pencils and other implements.  To produce a wide range of different patterns and textures.  To solidify infill shapes with coloured pencils and produce a range of tones.  To plan, refine and alter their drawings as necessary.  To draw for a sustained period of time at their own level.  To use their sketchbook to collect and record visual information from different sources.  Painting  Monet Artist Study  To mix a variety of colours and know which primary colours make secondary colours.  To predict the results of colour mixing with increasing accuracy.  To be able to lighten and darken colours.  To use a developed colour vocabulary.  To experiment with different effects and textures including blocking in colour, washes, thickened paint, etc.  To work confidently on a range of scales e.g. thin brush in a small picture.  To use a brush to produce marks appropriate for work.  To organise own work station and to clear away. |
| Year Four | Roman Art /Hindu Art  Skills Progression  Drawing  To continue to experiment with different grades of pencils and other implements.  To continue to produce a wide range of different patterns and textures.  To control a pencil with confidence.  To make informed choices in drawing including paper and media.  To alter and refine drawings and describe changes using art vocabulary.  To collect images and information independently in a sketchbook.  To use research to inspire drawings from memory and imagination.  To explore relationships between line and tone, pattern and shape, line and texture.  End Point Art Pieces  Roman Shield with pencil drawn emblems and designs inspired by research.  Painting  To make and match colours with accuracy.  To use more specific colour language e.g. tint, tone, shade, hue.  To choose paints and implements appropriately. To plan and create different effects and textures with paint according to what they need for the task.  To show increasing independence and creativity with the painting process.  To explore the colour wheel.  To organise own work station and to clear away  End Point Art Pieces  Painting Roman shields. Painting Clay diva lamps  Textiles and Collage  To match the tool to the material.  To combine skills more readily – cutting, joining, stitching.  To choose collage or textiles as a means of extending work already achieved.  To refine and alter ideas and explain choices using an art vocabulary.  To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements  End Point Art Pieces  Mosaic designs (paper and real tiles)  Christmas card collage designs  Roman bulla bags – sewing  3D form  To make informed choices about the 3D technique chosen.  To show an understanding of shape, space and form.  To plan, design, make and adapt models.  To talk about their work understanding that it has been sculpted, modelled or constructed.  To use a variety of materials.  End Point Art Pieces  Clay diva lamps | Georges Seurat – Pointillism  Skills Progression  Drawing  To continue to experiment with different grades of pencils and other implements.  To control a pencil with confidence.  To alter and refine drawings and describe changes using art vocabulary.  To make informed choices in drawing including paper and media.  To collect images and information independently in a sketchbook.  To use research to inspire drawings from memory and imagination.  To explore relationships between line and tone, pattern and shape, line and texture.  End Point pieces  Drawing Rangoli Patterns  Sketching outlines for pointillism scenes  Charcoal/pastel fire paintings  Painting  To make and match colours with accuracy.  To use more specific colour language e.g. tint, tone, shade, hue.  To choose paints and implements appropriately. To plan and create different effects and textures with paint according to what they need for the task.  To show increasing independence and creativity with the painting process.  To organise own work station and to clear away  End Point Art Pieces  Pointillism scenes  Pointillism shading and colour  Volcano scenes | Anglo Saxon Art  Skills Progression  Drawing  To continue to experiment with different grades of pencils and other implements.  To continue to produce a wide range of different patterns and textures.  To control a pencil with confidence.  To make informed choices in drawing including paper and media.  To alter and refine drawings and describe changes using art vocabulary.  To collect images and information independently in a sketchbook.  To use research to inspire drawings from memory and imagination.  To explore relationships between line and tone, pattern and shape, line and texture.  End Point pieces  Drawings and sketches of Anglo Saxon people (Bayeux Tapestry)  Design and decorate ornate letters inspired by the Lindisfarne Gospels/ Saxon Chronicles.  Draw out designs for a stained glass window  Painting  To make and match colours with accuracy.  To use more specific colour language e.g. tint, tone, shade, hue.  To choose paints and implements appropriately. To plan and create different effects and textures with paint according to what they need for the task.  To show increasing independence and creativity with the painting process.  To organise own work station and to clear away  End Point Art Pieces  Stained glass windows  Paintings of scenes from Boewolf  Textiles and Collage  To match the tool to the material.  To combine skills more readily – cutting, joining, stitching.  To choose collage or textiles as a means of extending work already achieved.  To refine and alter ideas and explain choices using an art vocabulary.  To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements  End Point Art Pieces  Anglo Saxon embroidered purse  Printing  To research, create and refine a print using a variety of techniques.  To select broadly the kinds of material to print with in order to get the effect they want  To explore aspects of resist printing for example marbling, silkscreen or cold water paste.  End Point Pieces  Printing Anglo Saxon themed designs |
| Year Five | World War II- Make Do and Mend  Skills  Textiles/Collage  To join fabrics in different ways, including stitching – Linked to D&T topic  The Work of LS Lowry  Skills  Painting  To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  To work on preliminary studies to test media and materials.  To create imaginative work from a variety of sources.  To replicate patterns, colours and textures in own work.  To explore different types of paints.  To organise own work station and to clear away.  Drawing  To begin to use perspective in own work.  Printing  To build up layers and colours/textures | Earth & Space – Batik of the Solar system  Skills  Textiles/Collage  To experiment with using batik safely.  To explore fabrics from different countries.  To extend their work within a specified technique.  To use a range of media to create collage.  Drawing  To use a sketchbook to develop ideas.  Painting  To choose inks and overlay colours  Printing – Stages of the moon  Printing  To explain some techniques, for example the use of poly-blocks, relief, mono and resist printing.  To choose the printing method appropriate to task.  To organise their work in terms of pattern, repetition, symmetry or random printing styles.  To be able to adapt and modify print as work progresses.  To combine prints taken from different objects to create an end piece. | The work of Georgia O’Keefe  Skills  Painting  Select and record from first hand observation, experience and imagination and explore ideas for different purposes.  Exploring and developing ideas  Question and make thoughtful observations about starting points and select ideas and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.  Evaluating and developing work  Adapt their work according to their views and describe how they might develop it further.  Annotate own work.  To discuss own work and that of others using appropriate language.  To use appropriate language when describing skills and techniques.  Drawing  To use a variety of source material for their work.  To work in a sustained and independent way from observation, experience and imagination.  To use a sketchbook to develop ideas.  To select different techniques for different purposes, shading, hatching etc.  To explore colour mixing with coloured pencils.  Printing  To build up layers and colours/textures.  Sculpting Vases  Skills  3D Form  To describe the different qualities involved in modelling, sculpture and construction.  To plan, design, make and adapt models with confidence.  To use recycled, natural and manmade materials to create sculpture.  To take into account the properties of media being used.  To plan a sculpture through drawing and other preparatory work.  Drawing  To experience using a variety of drawing media. |
| Year Six | Victorian Art - William Morris  (NC links)  Explore ideas and record sketches  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  Use different techniques and colours when designing and making pieces of work  Skills:  Printing (William Morris print)  Describe varied techniques of printing  Explore layering prints  Produce a detailed relief print  Print on paper and fabric  Alter and modify work  Drawing (William Morris postcard)  Adapt and change ideas for end pieces  Identify artists who have worked in a similar way to their own work  Develop ideas using different or mixed media, using a sketchbook  Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape  Explore colour mixing with coloured pencils and be using a wide tonal range in own work  Textiles (Proggy Mat)  Explore the potential uses of textiles  Use different techniques, colours and textures when designing and making a proggy mat  Adapt, extend and justify the choices made and proggy mat produced. | Great Artists **-** Hokusai Katsushika  (NC links)  Explore ideas and record sketches  Develop and improve drawing and painting technique(watercolours)  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  Skills:  Painting (The Great Wave - watercolours)  Create shades and tints using black and white  Choose appropriate paint, paper and implements to adapt and extend work  Carry out preliminary studies, test media and materials and mix appropriate colours  Work from a variety of sources, including those researched independently  Show an awareness of how paintings are created (composition)  Begin to show perspective in paintings  3D form (Wave)  Develop ideas using different or mixed media  Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape  3D form (Extreme animals)  Develop an awareness of form, shape and space in the world  Explain the effect of time upon sculptures  Develop skills in using clay including slabs, coils and slips  Create sculpture and constructions with increasing independence. | Marvellous Mayans  (NC links)  Explore ideas and record sketches  Develop sculpting technique (clay)  Evaluate and analyse creative work using appropriate language of art, craft and design  Explore great artists and understand the historical cultural development of their art form  Skills:  3D form (Mayan stelas)  Develop an awareness of form, shape and space in the world  Explain the effect of time upon sculptures  Develop skills in using clay including slabs, coils and slips  Create sculpture and constructions with increasing independence.  Drawing (Mayan God)  Adapt and change ideas for end pieces  Identify artists who have worked in a similar way to their own work  Develop ideas using different or mixed media, using a sketchbook  Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape  Explore colour mixing with coloured pencils and be using a wide tonal range in own work |
| Key Stage Two | Children are taught   * To create sketch books to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * About great artists, architects and designers in history | | |