**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 familyPictures of people who help usFirework picturesPrintingColour mixingJunk modellingDesigning birthday cardsDiwali lampsChristmas Cards | Daily access to art and design materials Develop control of scissors and other tools – hole punch etc.Plan and make a modelCutting / joining / finishingRocketsSpace picturesAlien masksEaster cards and Mother’s Day cardsFlagsAfrican music and songsAfrican necklacesAfrican animal picturesAfrican traditional dress collage Silhouette / sunset paintingsFruit still life pictures using oil pastels  | Daily access to art and design materials Symmetrical butterflies Butterfly sun catchersVan Gogh’s sunflowersFlower still life pictures Pirate mapsPirate 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.
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| Year One | Marvellous me topic - Natural art - Barbara HepworthBonfire night – collageChristmas art – clay tree decoration / card / calendar/ decorative jarSkillsExploring and developing ideasTo 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 workTo 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.PaintingTo explore different types of paint. (Glass paint- Christmas)To create marks with a variety of tools. (bonfire pictures)3D FormTo 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 CollageTo 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 CurriculumTo use a range of materials creatively to design and make productsTo use collage, printing and sculpture to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceTo 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 mixingSkillsExploring and developing ideasTo 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 – TotonhoEvaluating and developing workReview 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 birdsTo use a wide range of media.To experience paper and fabric collage.To cut, glue and trim materials.PaintingTo 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 CurriculumTo use a range of materials creatively to design and make productsTo use drawing, painting to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceTo 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 SkillsExploring and developing ideasTo 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 workTo 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 CollageTo experience paper weaving – seaside topic (seaside picture)To explore fabric pens / fabric printing – DT link – sun hatPaintingTo look at the work of Van Gogh.DrawingTo 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 CurriculumTo use a range of materials creatively to design and make productsTo use drawing, painting to develop and share their ideas, experiences and imaginationTo develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceTo 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 – MagritteChristmas art SkillsExploring and developing ideasTo 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 workReview 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.DrawingTo 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.PaintingTo look at the work of MagritteTexture / collageTo create textured collage from a variety of media.- Winter collage – Science linkCreate 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.
 | KandinskySkillsExploring and developing ideasTo 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 workReview 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.PaintingTo 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 KandinskyPrintingTo 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 GoldsworthyWater artSkillsExploring and developing ideasTo 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 workReview 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.PaintingTo 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 tileTo 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.
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| 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.
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| Year Three | Textiles / 3D FormStone 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. | PrintingAncient 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. PaintingMonet Artist StudyTo 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 ArtSkills ProgressionDrawingTo 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 PiecesRoman Shield with pencil drawn emblems and designs inspired by research.PaintingTo 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 awayEnd Point Art PiecesPainting Roman shields. Painting Clay diva lampsTextiles and CollageTo 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 elementsEnd Point Art PiecesMosaic designs (paper and real tiles)Christmas card collage designsRoman bulla bags – sewing3D formTo 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 PiecesClay diva lamps | Georges Seurat – PointillismSkills Progression DrawingTo 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 piecesDrawing Rangoli PatternsSketching outlines for pointillism scenesCharcoal/pastel fire paintingsPaintingTo 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 awayEnd Point Art PiecesPointillism scenesPointillism shading and colourVolcano scenes | Anglo Saxon ArtSkills ProgressionDrawingTo 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 piecesDrawings 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 windowPaintingTo 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 awayEnd Point Art PiecesStained glass windowsPaintings of scenes from BoewolfTextiles and CollageTo 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 elementsEnd Point Art PiecesAnglo Saxon embroidered pursePrintingTo 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 PiecesPrinting Anglo Saxon themed designs |
| Year Five | World War II- Make Do and MendSkillsTextiles/CollageTo join fabrics in different ways, including stitching – Linked to D&T topic The Work of LS LowrySkillsPainting 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.DrawingTo begin to use perspective in own work.PrintingTo build up layers and colours/textures | Earth & Space – Batik of the Solar systemSkillsTextiles/CollageTo 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. PaintingTo choose inks and overlay coloursPrinting – Stages of the moon PrintingTo 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 PaintingSelect and record from first hand observation, experience and imagination and explore ideas for different purposes.Exploring and developing ideasQuestion 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 workAdapt 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.DrawingTo 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.PrintingTo build up layers and colours/textures.Sculpting VasesSkills 3D FormTo 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.DrawingTo experience using a variety of drawing media. |
| Year Six | Victorian Art - William Morris(NC links)Explore ideas and record sketchesEvaluate and analyse creative work using appropriate language of art, craft and designExplore great artists and understand the historical cultural development of their art formManipulate 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 workSkills:Printing (William Morris print)Describe varied techniques of printingExplore layering printsProduce a detailed relief printPrint on paper and fabricAlter and modify workDrawing (William Morris postcard)Adapt and change ideas for end piecesIdentify 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 shapeExplore colour mixing with coloured pencils and be using a wide tonal range in own workTextiles (Proggy Mat)Explore the potential uses of textilesUse 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 sketchesDevelop and improve drawing and painting technique(watercolours)Evaluate and analyse creative work using appropriate language of art, craft and designExplore great artists and understand the historical cultural development of their art formSkills:Painting (The Great Wave - watercolours)Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend workCarry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources, including those researched independentlyShow an awareness of how paintings are created (composition)Begin to show perspective in paintings3D form (Wave)Develop ideas using different or mixed mediaManipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape3D form (Extreme animals) Develop an awareness of form, shape and space in the worldExplain the effect of time upon sculpturesDevelop skills in using clay including slabs, coils and slips Create sculpture and constructions with increasing independence. | Marvellous Mayans (NC links)Explore ideas and record sketchesDevelop sculpting technique (clay)Evaluate and analyse creative work using appropriate language of art, craft and designExplore great artists and understand the historical cultural development of their art formSkills:3D form (Mayan stelas) Develop an awareness of form, shape and space in the worldExplain the effect of time upon sculpturesDevelop 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 piecesIdentify 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 shapeExplore 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
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