



## Art and Design Curriculum Map from September 2022

Through the study of art and design, St Mary's children will become expressive and experimental learners developing their creative and innovative skills.

	Autumn 1 <i>Everyone to allocate the first 3 weeks to Christmas Cards &amp; School Displays</i>	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>EYFS 2020 – EYFS – Expressive Arts and Design - Children at EXP by end of EYFS will:</b>  - 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;  - Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.		<b>EYFS 2020 - other ELGs that are relevant:</b>  <b>CL</b> - Develop social phrases. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary and use throughout the day in different contexts.  <b>PSED</b> – Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships.  <b>PD</b> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons  <b>M</b> - Compose and decompose shapes so that children recognise a shape can have other shapes within it, Select, rotate and manipulate shapes to develop spatial reasoning skills. Count objects  <b>KUW</b> - Explore the natural world around them.			
<b>Themes and Topics</b>	<b>All About Me</b> <ul style="list-style-type: none"> <li>• Portraits</li> <li>• Family paintings</li> <li>• Kandinsky's art</li> </ul>	<b>Our Wonderful World</b> <ul style="list-style-type: none"> <li>• Firework pictures</li> <li>• Poppies</li> <li>• Kandinsky art</li> <li>• Henri Rousseau – Tiger in the storm</li> <li>• Christmas cards</li> <li>• Christmas cards &amp; decorations</li> </ul>	<b>Homes</b> <ul style="list-style-type: none"> <li>• Pig painting (colour mixing)</li> <li>• Polar bear pictures(chalk blending)</li> </ul>	<b>Animals</b> <ul style="list-style-type: none"> <li>• Robin paintings</li> <li>• Mother's Day cards</li> <li>• Animal creations/collages</li> </ul>	<b>Growth</b> <ul style="list-style-type: none"> <li>• Flower collages</li> <li>• Sunflowers by Vincent Van Gogh</li> </ul>	<b>Transport</b> <ul style="list-style-type: none"> <li>• Painting with cars</li> </ul>
<b>KEY STAGE 1</b>						
<b>Year 1</b>	Mood paintings <b>(Painting)</b>  <b>2,3,7</b>		Clay pots <b>(Sculpture)</b>  <b>1,2,4,7</b>		<b>Andy Goldsworthy</b> art from nature Journey sticks _  <b>(Collage) (Work of other artists) CC -</b>  <b>1,4,8</b>	

<b>Year 2</b>		<b>Monet</b> (Painting) (Work of other artists) 1,2,3,8		Seascapes by <b>JMW Turner</b> (Compare to work in year 1 Goldsworthy)  (Drawing and painting) (Work of other artists) <u>CC</u> 1,3,5,8		<b>Barbara Hepworth</b> (Sculpture) (Work of other artists) <u>CC</u> 1,4,8
<b>LOWER KEY STAGE 2</b>						
<b>Year 3</b>		Landscapes <b>Alfred Heaton Cooper</b> (compare to Turner from work in year 2) <u>CC</u> 1,2,3,8		Mosaics (Printing) 1,2,5		Designing and making a motif to be sewn onto a t-shirt based on saving the rainforests (Textiles) 1,2,6
<b>Year 4</b>	Canopic Jars - Ancient Egyptian Art (Sculpture) 1, 2, 4		Drawing Skills (sketching techniques and using different mediums in the style of <b>Adonna Khare</b> (Drawing) (Work of other artists) <u>CC</u> 1, 2, 8		<b>Romero Britto</b> History link to Tudors (Painting) (Work of other artists) <u>CC</u> 1, 2, 8	
<b>UPPER KEY STAGE 2</b>						
<b>Year 5</b>	Still life drawing 1,2		Art The Great wave off Kanagawa – <b>Hokusai</b> (Compare to work in Year 2 Turner and Year 3 Cooper) <u>CC</u> 2,3,7,8		Terracotta Clay Pottery 1,2,4	
<b>Year 6</b>		<b>Dora Maurer</b> famous artist, focus on digital art <u>CC</u> (Exploring and developing ideas) 1,2,8		Propaganda art 1,7,8		<b>Georgia O’Keeffe</b> famous artist – drawing and use of different media 1,2,3,8

**BOLD NUMBERS INDICATE KEY SKILLS COVERED IN EACH UNIT**

<b>National Curriculum Key Skills – Art and Design</b>				
	<b>Skill Key</b>	<b>KS1</b>	<b>Lower KS2 + (KS1)</b>	<b>Upper KS2 + (KS1 and Lower KS2)</b>
<b>1</b>	<b>Exploring and developing ideas</b>	<ul style="list-style-type: none"> <li>a. respond positively to ideas and starting points;</li> <li>b. explore ideas and collect information;</li> <li>c. describe differences and similarities and make links to their own work;</li> <li>d. try different materials and methods to improve;</li> </ul>	<ul style="list-style-type: none"> <li>a. use sketchbooks to record ideas;</li> <li>b. explore ideas from first-hand observations;</li> <li>c. question and make observations about starting points, and respond positively to suggestions;</li> <li>d. adapt and refine ideas</li> </ul>	<ul style="list-style-type: none"> <li>e. review and revisit ideas in their sketchbooks;</li> <li>f. offer feedback using technical vocabulary;</li> <li>g. think critically about their art and design work;</li> <li>h. use digital technology as sources for developing ideas;</li> </ul>
<b>2</b>	<b>Drawing</b>	<ul style="list-style-type: none"> <li>a. draw lines of varying thickness;</li> <li>b. use dots and lines to demonstrate pattern and texture;</li> <li>c. use different materials to draw, for example pastels, chalk, felt tips;</li> <li>d. use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<ul style="list-style-type: none"> <li>e. experiment with showing line, tone and texture with different hardness of pencils;</li> <li>f. use shading to show light and shadow effects;</li> <li>g. use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>h. show an awareness of space when drawing;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>	<ul style="list-style-type: none"> <li>a. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>b. depict movement and perspective in drawings;</li> <li>c. use a variety of tools and select the most appropriate;</li> </ul>
<b>3</b>	<b>Painting</b>	<ul style="list-style-type: none"> <li>a. name the primary and secondary colours;</li> <li>b. experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>c. mix primary colours to make secondary colours;</li> <li>d. add white and black to alter tints and shades;</li> </ul>	<ul style="list-style-type: none"> <li>a. use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>b. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>c. create different textures and effects with paint;</li> </ul>	<ul style="list-style-type: none"> <li>a. create a colour palette, demonstrating mixing techniques;</li> <li>b. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>c. use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>
<b>4</b>	<b>Sculpture</b>	<ul style="list-style-type: none"> <li>a. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>b. use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>c. use a variety of shapes, including lines and texture;</li> </ul>	<ul style="list-style-type: none"> <li>a. cut, make and combine shapes to create recognisable forms;</li> <li>b. use clay and other malleable materials and practise joining techniques;</li> <li>c. add materials to the sculpture to create detail;</li> </ul>	<ul style="list-style-type: none"> <li>a. plan and design a sculpture;</li> <li>b. use tools and materials to carve, add shape, add texture and pattern;</li> <li>c. develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>d. use materials other than clay to create a 3D sculpture;</li> </ul>

5	<b>Collage</b>	<ul style="list-style-type: none"> <li>a. use a combination of materials that have been cut, torn and glued;</li> <li>b. sort and arrange materials;</li> <li>c. add texture by mixing materials;</li> </ul>	<ul style="list-style-type: none"> <li>a. select colours and materials to create effect, giving reasons for their choices;</li> <li>b. refine work as they go to ensure precision;</li> <li>c. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul>	<ul style="list-style-type: none"> <li>a. add collage to a painted or printed background;</li> <li>b. create and arrange accurate patterns;</li> <li>c. use a range of mixed media;</li> </ul>
6	<b>Textiles</b>	<ul style="list-style-type: none"> <li>a. show pattern by weaving;</li> <li>b. use a dyeing technique to alter a textile's colour and pattern;</li> <li>c. decorate textiles with glue or stitching, to add colour and detail;</li> </ul>	<ul style="list-style-type: none"> <li>a. select appropriate materials, giving reasons;</li> <li>b. use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>c. develop skills in stitching, cutting and joining;</li> </ul>	<ul style="list-style-type: none"> <li>a. experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>b. add decoration to create effect;</li> <li>c. use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ul>
7	<b>Printing</b>	<ul style="list-style-type: none"> <li>a. copy an original print;</li> <li>b. use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>c. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul>	<ul style="list-style-type: none"> <li>a. use more than one colour to layer in a print;</li> <li>b. replicate patterns from observations;</li> <li>c. make printing blocks;</li> <li>d. make repeated patterns with precision;</li> </ul>	<ul style="list-style-type: none"> <li>a. design and create printing blocks/tiles;</li> <li>b. develop techniques in mono, block and relief printing;</li> <li>c. create and arrange accurate patterns;</li> </ul>
8	<b>Work of artists</b>	<ul style="list-style-type: none"> <li>a. describe the work of famous, notable artists and designers;</li> <li>b. express an opinion on the work of famous, notable artists;</li> <li>c. use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<ul style="list-style-type: none"> <li>a. use inspiration from famous artists to replicate a piece of work;</li> <li>b. -----à</li> <li>c. reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> </ul>	<ul style="list-style-type: none"> <li>d. give detailed observations about notable artists', artisans' and designers' work;</li> <li>e. offer facts about notable artists', artisans' and designers' lives;</li> </ul>