



Art CURRICULUM MAP

Art Coverage

Purpose of study Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1 Pupils should be 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.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me	The Story Teller	Our Frozen Planet	New Life	Go Jetters	Fun at the Seaside
	Self-portraits – use different technics within painting and drawing using a variety of media ad materials Facial Features/Skin colour.	Printing+ Collage – using a variety of materials and media Autumn/ Firework/bonfire pictures. Diwali/Christmas decorations/cards	Explore cold colours Collage/ sticky material - artic animals	Observation and drawing of flowers. Easter/ Mother's Day art. Exploring patterns and textures - Symmetrical butterflies.	Art processes and technics – sculpture/collage using a mixture of media and materials – landmarks/art work from other countries – from Emma Jane text	Printing/collage – with shells Observational drawing at the of the beach. Using textures to create pictures. Manipulate and control a range of tools and equipment. Father's Day art.
	Knowledge and Skills Progression					
<u>Year 1</u>	Scheme of Work	Drawing – Line, Pattern and Texture	Painting, Printing and Colour	Collage, Sculpture and 3D Art	Responding to Artwork using a Sketchbook	
Autumn 1	Paper Art			- I can describe what collage is and how it is made - I can make decisions about the type of paper to use for my artwork - I can use papier mâché to create a paper sculpture - I can explore different ways to manipulate paper to create abstract paper sculptures - I can explore different ways to join paper to create abstract paper sculptures	- I can explore different types of paper and record my thoughts on the different textures - I can explore my thoughts on how different artwork has been made	
Autumn 2						
Spring 1	Andy Goldsworthy		I can sort items by colour	- I can sort items by material - I can name some	I can make choices when selecting materials	

				natural materials • I can make choices about how I will arrange and join my materials • I can create sculptures using natural materials • I can recreate sculptures in the style of Andy Goldsworthy	• I can talk about my own work • I can compare my work to the work of Andy Goldsworthy • I can begin to identify the materials used to create a piece of art • I can identify shapes I can see in a piece of artwork • I can generate adjectives to describe a piece of artwork • I can reflect on the artwork I created in the style of Andy Goldsworthy
Spring 2	Colour Creations		• I can name a variety of colours • I can choose a favourite colour and give reasons for my choices • I know what primary colours are • I know what secondary colours are • I can mix primary colours to make secondary colours • I know how to create lighter shades of colour • I know how to create darker shades of colour • I can use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studied	• I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky	• I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky
Summer 1					
Summer 2					
<u>Year 2</u>					

	Scheme of Work	Drawing – Line, Pattern and Texture	Painting, Printing and Colour	Collage, Sculpture and 3D Art	Responding to Artwork using a Sketchbook
Autumn 1	Aboriginal Art	- I can use line and colour to convey ideas. - I can use the technique of cross-hatching to create a picture. - I can use a variety of techniques to show different textures. - I can use a variety of techniques to convey movement.	- I can paint using dots. - I can incorporate Aboriginal styles in my paintings.		- I can make choices about my artwork. - I can evaluate my artwork.
Autumn 2	Giuseppe Archimboldo		I can make decisions about colour, texture and pattern when creating their representation of an element	- I can use natural resources to create a portrait - I can use multimedia to create portraits in the style of Archimboldo	- I can comment on how I think a piece of artwork was made - I can compare the works of Guiseppe Archimboldo - I can talk about things that went well in my artwork - I can talk about things that were challenging when creating my artwork
Spring 1	Super Sculptures			- I can combine shapes to create a human form - I can use found objects to create a sculpture - I can create a sculpture with contrasting inside/outside spaces - I can create a kinetic sculpture which moves in the wind - I can make a colourful, shiny, curvy sculpture inspired by the work of Dale Chihuly	- I can explain my responses to a piece of artwork - I can express personal responses to the works of well-known artists - I can express personal responses to my own art work and that of others - I can discuss ways of improving my own work - I can discuss and compare works by Anish Kapoor and Barbara Hepworth

Spring 2					
Summer 1					
Summer 2					

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be 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.

<u>Year 3</u>					
	Scheme of Work	Drawing – Line, Pattern and Texture	Painting, Printing and Colour	Collage, Sculpture and 3D Art	Responding to Artwork using a Sketchbook
Autumn 1	Seurat and pointillism	• I can give a good description of what pointillism is • I can experiment with a range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer	• I can use a variety of tools to create a pointillism painting • I can use a variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • I can identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my		• I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour

			choices		and subject in my artwork - I can apply what I have learnt about Pointillism to create my own piece of artwork - I can evaluate my finished artwork and compare it to that of my peers
Autumn 2					
Spring 1					
Spring 2	Journeys	- I can use pencils or pastels to create a piece of artwork in the style of Klee. - I can constructively discuss my finished artwork.	- I can use paint to recreate a piece of aboriginal inspired artwork - I can choose the colour of symbols to reflect what they represent		- I can use my sketchbook to test symbols for known objects - I can investigate the works of Paul Klee - I can compare Klee's different pieces of artwork - I can discuss my reaction to Klee's work
Summer 1	Famous Buildings	- I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling - I can vary my shading further through my use of pressure - I can comment on the patterns created in the architecture of St Basil's Cathedral - I can recreate patterns using oil pastels and ink - I can spot symmetry in the designs of famous buildings - I can use tracing to create a symmetrical piece of art	- I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design - I can change the value of a colour by creating tints and shades - I can create colour blocks using oil pastels	- I can choose materials I think would be suitable to make a sculpture or collage of a famous building - I can use my folding and cutting skills to recreate a simplified sculpture of a building	- I understand the role of an architect - I can discuss the shapes and structures of famous buildings around the world - I can say if I like or dislike the design of a building - I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral - I can choose elements of a building's design to fit a purpose - I can follow a design brief in my own design of a building

		I can create texture in my artwork to reflect real-life buildings			
Summer 2					
Year 4					
	Scheme of Work	Drawing – Line, Pattern and Texture	Painting, Printing and Colour	Collage, Sculpture and 3D Art	Responding to Artwork using a Sketchbook
Autumn 1	Plant Art	- I can use my observational skills to create a detailed sketch of part of a plant - I understand that constant observation is important when creating a detailed sketch of a plant - I understand that attention to detail is important when creating a detailed sketch of a plant - I understand that patience is important when creating a detailed sketch of a plant - I can discuss how to represent a plant as a piece of art - I can follow simple instructions to create a more realistic sketch of a tree - I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences	- I understand the difference between tints, shades and tones - I can create tints, shades and tones to match a given colour - I can use tints, shades and tones to create a piece of artwork - I can transfer a sketching method into the medium of painting effectively - I understand what depth in an artwork is - I can use colour and size to create the illusion of depth in my artwork	- I understand what a sculpture is and what different materials they can be made from - I can define the differences between decorative and functional sculpture - I understand how slip can be used to join two pieces of clay - I can use tools to make marks in the clay for decorative purposes - I can add or remove bits of clay to create detail - I can make my own simple sculpture from clay - I can use layers of different colour paper to create a collage with depth	- I can identify an artwork that is visually pleasing to me - I can give my personal opinion of different artwork - I can listen to others' opinions of artworks, and try to see their point of view - I can describe what a botanical illustration is and why they were first created - I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork - I understand how artists create the illusion of depth in their artwork - I can design my artwork and give reasons for my choices - I can use my previous experience of different mediums to make decisions about my artwork
Autumn 2					
Spring 1	Warhol and the Pop Art Movement	- I can make detailed observation when creating a self portrait - I can use different	I can begin to make informed choices on the tools to use for different purposes	I can use paper and card to create the form of a well-known piece of packaging	- I can explain what the Pop Art movement was - I can identify

		sketching and shading techniques when creating a self portrait	I can choose colours to create a particular effect	I can decorate my sculpture to mimic the elements of Pop Art	elements and features of Pop Art - I can compare and discuss works by Andy Warhol as well as other pop artists - I can evaluate my use of the blotted line technique - I can take part in discussions about what constitutes art and what doesn't
Spring 2					
Summer 1					
Summer 2	Can We Change Places?	I can make observations of a space and collect a variety of visual information		- I can use a variety of materials to create the basis of a sculpture - I can use a variety of techniques to join and combine materials - I can use a variety of finishing techniques to improve my sculpture - I can describe how my finished sculpture fits into the area it was designed for - I can use recycled materials to create the form of my sculpture	- I can discuss sculptures and say what I think and feel about them - I can suggest how art has been used to improve an area - I can use first-hand observation to gather ideas - I can collect a variety of visual information - I can develop ideas for a sculpture of a chosen site - I can compare my work to the work of others - I can describe ways in which I can improve my sculpture - I can evaluate my work
<u>Year 5</u>					
	Scheme of Work	Drawing – Line, Pattern and Texture	Painting, Printing and Colour	Collage, Sculpture and 3D Art	Responding to Artwork using a Sketchbook
Autumn 1	Cityscapes		- I can use colour to create bright, bold patterns - I can experiment with a	- I can explain what 3-D Pop art is - I can create a 3-D city	I can discuss how Charles Fazzino creates his 3-D

			pallet knife when applying paint to create different textures and effects • I can explore the use of oil paints and compare them to other paints • I can use colour to convey a time of day • I can describe the differences between flat washes and graded washes • I can create a flat wash and a graded wash using watercolours • I can explore how to change watercolours by adding or lifting paint (using tissue or sponges) • I can make informed choices about my artwork based on previous experimentation	from paper inspired by Charles Fazzino • I can use joining techniques confidently • I can explain how to create depth in my 3-D image	artwork • I can give my own, justified opinions about Fazzino's artwork • I can explain why some artists draw detailed cityscapes • I can make decisions about which medium, materials and techniques to use when creating my own cityscape
Autumn 2					
Spring 1	People in Action	• I can sketch and record movement from first hand observations • I can use sketching to record facial changes when expressing different emotions • I can adapt my drawing and sketching techniques when drawing cartoons • I can experiment with different methods and techniques • I can annotate my work • I can use different techniques to create the illusion of movement • I can select techniques and ideas to use in a final piece of artwork	• I can use relief printing to create a repeating montage to convey movement	• I can comment on how artists use form and figures in movement art	• I can record from first-hand observation • I can experiment with different techniques and methods of drawing • I can annotate their work with important thoughts and opinions • I can understand how I can adapt the style of artists for my own purposes • I can describe what I think and feel about my own artwork and the work of others • I can select ideas to use in their work • I can apply my knowledge of

					materials and processes to create my own artwork
Spring 2					
Summer 1	Leonardo da Vinci	- I can create shading, hatching and curved hatching in my drawings - I understand what realism, perspective and composition mean - I can compare drawing and painting techniques	- I can compare drawing and painting techniques - I can compare how painting on different surfaces changes the resulting artwork - I can explain the colours and techniques that da Vinci used in his paintings - I can create a painting with contrasting colours	- I can make decisions about the materials to create a 3-D version of Da Vinci's artwork - I can use collage and multimedia to recreate a version of Da Vinci's artwork	- I can identify the background, mid-ground and foreground in a piece of artwork - I can describe what the renaissance period is - I can describe who Leonardo da Vinci was and how he was influential - I can interpret meaning from a painting - I can explain how some of Leonardo da Vinci's drawings may have changed people's views on topics
Summer 2					
<u>Year 6</u>					
	Scheme of Work	Drawing – Line, Pattern and Texture	Painting, Printing and Colour	Collage, Sculpture and 3D Art	Responding to Artwork using a Sketchbook
Autumn 1	Illusions	- I can identify methods artists use to create perspective, depth and space in their work - I can use vanishing points and horizon lines in my artwork to create perspective - I can describe what foreshortening is and recreate it in my own work - I can use my drawing and shading techniques to recreate a photorealistic drawing	I can use colour to help create illusions		- I can comment on how different artists use perspective - I can comment on how foreshortening helps to create perspective - I can study and research M C Escher and his works

		- I can use my knowledge of perspective to create blivets - I can use line to create illusions			
Autumn 2	Monet & the Impressionists	I can make careful observations and record what I see.	- I can paint a landscape in the style of the Impressionists - I can use colour to convey the idea of different seasons - I can apply different techniques to create artwork in the style of 'The Garden at Giverny'		- I can understand and describe what Impressionism is - I can describe the main features of Impressionism - I can explain why Monet was an important Impressionist - I can explore and compare Impressionist paintings - I can explore Monet's paintings and comment on the effect they have on me - I can choose a favourite Monet painting and explain why I chose it - I can research the life and work of Claude Monet
Spring 1					
Spring 2					
Summer 1					
Summer 2	Famous Fashions	I can use sketching techniques to recreate designs based on clothing designers	I can comment on and make informed decisions about the use of colour in a design		- I can name some costume designers - I can name some British designers - I can create some designs based on work I have studied