

Art Whole School Curriculum Map – 2021/2022

Year group	Autumn	Spring	Summer
Reception	<p>ALL ABOUT ME – painted face. – developing the skills of using a paint brush and how to hold correctly. Being able to paint what they can see.</p> <p>Looked at a variety of materials/tools and how to use these safely - weekly lessons of how to use and apply creative skills such as; cutting, sticking and joining materials.</p> <p>Assessment of being able to use these skills? - Observations on tapestry.</p> <p>Exploring colour mixing – children to develop the skills in how colours are created. – Are they confident to independently choose colours to mix? – children will need colour mixing display posters in the classroom to support – will put up next year.</p> <p>Making Christmas cards using different materials. – Children will develop the skills to create for a purpose.</p>	<p>Retelling the story of Chinese New Year using masks. Using media and materials to create the different animals.</p> <p>Making a Chinese dragon – using tools, constructing with a purpose in mind</p> <p>Different textures</p> <p>Make a puppet = finger puppet of a Julia Donaldson character</p> <p>Exploring music – making a shaker</p> <p>Easter nests cakes = melting chocolate, using a recipe, food hygiene</p> <p>Mother's day and Easter cards – careful drawing, choosing colours for a purpose, selecting appropriate resources etc.</p>	<p>Creating artwork from seeds.</p> <p>Retelling a story using movement, dance and instruments together as a group.</p> <p>Creating art work based on a countries climate using paint – exploring colour mixing.</p> <p>Building boats – floating and sinking, linking to maths. – Can they verbally evaluate their ideas? – Children will discuss their ideas after investigations.</p> <p>Music – make music with instruments.</p> <p>Look at changing media and materials – melting, freezing, and mixing sand and paint.</p> <p>Developing imaginative play through the role-play area.</p> <p>Healthy smoothies.</p>
Year 1	<p>ME, MYSELF AND I</p> <p>Use a range of materials Use drawing, painting and sculpture – How are children going to share their ideas – written or verbally</p>	<p>1ST HALF TERM- KATIE MORAG 2ND HALF TERM- ON THE FARM</p> <p>Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space</p>	<p>BUCKETS AND SPADES</p> <p>Use a range of materials – Will the materials progress through the terms?</p> <p>Use drawing, painting and sculpture</p>

Art Whole School Curriculum Map – 2021/2022

	<p>etc? Children will share their ideas verbally.</p> <p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p> <p style="text-align: center;"><u>Key skills</u></p> <p>Draw using pencil and crayons. Name the primary and secondary colours. Print with sponges, vegetables and fruit. Paint a picture of something they can see. Create a repeating pattern. Cut and tear paper and card for their collages. Gather and sort the materials they will need. Make different kinds of shapes. Cut, roll and coil materials such as clay, dough or plasticine. Use a simple painting program to create a picture. Describe what they can see and like in the work of another artist/craft maker/designer.</p> <p>What specific topics will you be teaching to incorporate the art curriculum?</p> <ul style="list-style-type: none"> • Self-portraits using mirrors, using paint and crayons. • Apple Day- printing with fruit/veg. • Sketching Autumn plants. 	<p>Learn about range of artists, craftsmen and designers</p> <p><u>Key Skills</u></p> <p>Sort threads and fabrics. Group fabrics and threads by colour and texture. Weave with fabric and thread. Print onto paper and textile. Design their own printing block.</p> <ul style="list-style-type: none"> • New Year wishing wands • Seascapes using watercolours • Colour wheel using watercolours. • Using a variety of tools to create prints. Then cutting up these prints to create a farmyard collage. • Artist- Hundertwasser- creating their own building in his style. • Tartan patterns 	<p>Develop techniques of colour, pattern, texture, line, shape, form and space</p> <p>Learn about range of artists, craftsmen and designers</p> <p><u>Key skills</u></p> <p>Create moods in their paintings. Choose to use thick and thin brushes as appropriate. Draw lines of different shapes and thickness, using 2 different grades of pencil. Communicate something about themselves in their drawing. Create moods in their drawings. Cut, roll and coil materials such as clay, dough or plasticine.</p> <p>What famous artists will you focus on in Year 1? See Spring- Hundertwasser. Summer- Kandinsky Are children making links to their own work? Making links between their previous use of colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> • Artist- Kandinsky and his use of colour- colours for feelings. Creating a colour wheel of feelings. • Creating a piece in Kandinsky's style. • Sculpture- a piece for the Mad Hatters Tea party. • Sea creatures
--	--	---	--

Art Whole School Curriculum Map – 2021/2022

	<ul style="list-style-type: none"> • Creating colour wheels using pencils. • Collaging Christmas characters. • Bonfire night pictures- using variety of tools- pencils-chalk etc.- repeating patterns • Bonfire pictures using an online program. • Remembrance Day- using a variety of tools to draw poppies. • Creating 3D shapes out of dough. 		
Year 2	<p>The Great Fire of London chalk drawings - Showing texture in drawings using pencil and chalk.</p> <p>L.S Lowry – linked to London landscapes - Discuss how an artists used colour, pattern and shape. - Draw in perspective to what can be seen.</p> <p>Christmas cards/calendars - Mixing primary colours to create secondary colours - Printing a repeated pattern</p>	<p>Famous Artists – Monet - Mix paint to create all the secondary colours - Mix and match colours, predict outcomes - Mix their own brown - Make tints by adding white - Make tones by adding black - comparing their own work to Monet’s</p> <p>Explorers collage - Use different kinds of materials on their collage and explain why they have chosen them - Use repeated patterns in their collage</p>	<p>Local Landscape - Begin to demonstrate their ideas through photographs and in their sketch books. - Set out their ideas, using ‘annotation’ in their sketch books? - Keep notes in their sketch books as to how they have changed their work</p> <p>RRSA collage - Create individual and group collages - Link colours to natural and man-made objects - Create a piece of work in response to another artist’s work - Make links across previous work to discuss how art can portray meaning</p>

Art Whole School Curriculum Map – 2021/2022

<p>Year 3/4</p>	<p><u>Cycle one:</u> Mosaics Collage: Use ceramic mosaic. Combine visual and tactile qualities. Use montage. Improve their mastery of the technique. Knowledge: Compare the work of different artists. Explore and explain art from other periods of time. Explore work from other cultures. Experiment with different styles which artists have used. Sketchbooks: Express feelings about various subjects and outline likes and dislikes. Produce a montage all about themselves. Use their sketchbooks to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketchbooks. Suggest improvements and identify the purpose of their work by keeping notes in their sketchbooks. Sketch Books</p> <p><u>Cycle two;</u> Victorian Artwork Drawing: Use different grades of pencil shade to show different tones and textures Identify and draw simple objects and use marks and lines to produce texture</p>	<p><u>Cycle one;</u> African Masks (papier mache) Drawing: Use sketches to produce a final piece of work improving their mastery of the skill. Use different grades of pencil shade, to show different tones and texture. Organise line, tone, shape and colour to represent figures and forms in movement. Write an explanation of their sketch in notes. Use of ICT: Present a collection of their work on a slideshow. Create a piece of artwork which includes the integration of digital images they have taken. Knowledge: Experiment with different styles which artists have used. Sketchbooks: Keep notes about the purpose of their work in their sketchbooks. Use their sketchbooks to adapt and improve their original ideas.</p> <p><u>Cycle two;</u> Weaving (textiles) Photography Printing Make a 2 and 4 colour printing block. Create an accurate print design. Print onto different materials.</p>	<p><u>Cycle one;</u> Layers of the canopy (collage) Butterfly symmetry (sewing) 3D and Textiles: Add on to their work to create texture and shape. Create pop-ups. Use more than one type of stitch. Join fabric together to form a quilt using padding. Use sewing to add detail to a piece of work. Add texture to a piece of work. Experiment with and combine materials to design and make 3D form. Begin to sculpt clay and other mouldable materials. Use early textile and sewing skills as part of a project improving their mastery of the skill. Collage: Cut accurately. Overlap materials. Experiment using different colours. Improve their mastery of the technique.</p> <p>Knowledge: Experiment with different styles which artists have used. Sketchbooks: Keep notes about the purpose of their work in their sketchbooks. Use their sketchbooks to adapt and improve their original ideas.</p>
-----------------	---	---	---

Art Whole School Curriculum Map – 2021/2022

	<p>Explain why they have used specific materials</p> <p>Sketchbooks: Use sketchbooks to express feelings about a subject and to describe likes and dislikes Make notes in their sketchbooks about techniques used by artists. Keep notes about the purpose of their work in their sketchbooks. Use their sketchbooks to adapt and improve their original ideas.</p> <p>Painting: Create a background using a wash improving their mastery of techniques.</p> <p>Printing: Make a 2 colour printing block</p> <p>Knowledge: Explore work from other periods of time Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express. Experiment with different styles which artists have used. Explain art from different periods of history.</p> <p><i>William Morris</i> <i>JMW Turner</i></p>	<p>Painting: Predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash improving their mastery of the technique. Use a range of brushes to create different effects Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feeling.</p> <p>Collage: Cut accurately Overlap materials Experiment using different colours Improve their mastery of the techniques.</p> <p>Drawing: Show facial expressions in their drawings Begin to show facial expressions and body language in their sketches Use different grades of pencil shade to show different tones and texture, improving their mastery of the techniques. Show reflections.</p> <p>Knowledge: Experiment with different styles which artists have used.</p> <p>Sketchbooks:</p>	<p>Cycle two; Mayan/Aztec Art Knowledge: Explore work from other cultures. Explore work from other periods of time, Experiment with different styles which artists have used.</p> <p>3D and Textiles: Add on to their work to create texture and shape. Work with life size materials.</p> <p>Sketchbooks: Keep notes about the purpose of their work in their sketchbooks. Use their sketchbooks to adapt and improve their original ideas.</p> <p>Children practise drawing/painting skills in their sketching before committing to the piece of art they are producing.</p>
--	--	---	---

Art Whole School Curriculum Map – 2021/2022

		<p>Suggest improvements and identify the purpose of their work by keeping notes in their sketchbooks</p> <p>Use their sketches to produce a final piece of work</p> <p>Write an explanation of their sketch in notes.</p> <p>Keep notes about the purpose of their work in their sketchbooks.</p> <p>Identify their own improvements in mastering the techniques.</p> <p>Use of ICT:</p> <p>Use printed images taken with a digital camera and combine them with other media to produce artwork.</p> <p>Use IT programs to create a piece of work that includes their own work and that of others.</p> <p>Combine graphics and text based on their research.</p> <p>Research an artist or style of art.</p> <p><i>Hokusai.</i></p>	
Year 5/6	<p><u>Cycle one:</u></p> <p>Propaganda Posters</p> <p>Emotive art</p> <p>Christmas Cards</p> <p>Architecture – shelters</p>	<p><u>Cycle one;</u></p> <p>Monochrome art</p> <p>Pop Art</p> <p>Can they print using a number of colours?</p> <p>Can they create an accurate print design that meets a given criteria?</p>	<p><u>Cycle one;</u></p> <p>Henri Rousseau Paintings</p> <p>Can they show reflections? (Rivers)</p> <p>Can they experiment with different styles which artists have used? (Rousseau)</p>

Art Whole School Curriculum Map – 2021/2022

	<p>WWII – Teddies Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p>Propaganda posters</p> <p>Do their sketch books contain detailed notes, and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p> <p><u>Cycle two:</u></p> <p>Creating theatrical masks</p>	<p>Can they print onto different materials?</p> <p>Can they create a piece of art work which includes the integration of digital images they have taken? (Pop Art – Screen Printing)</p> <p>Can they overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p> <p>Can they experiment with different styles which artists have used? (Warhol/Pop Art)</p> <p>Can they combine graphics and text based on their research?</p> <p>Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</p> <p>Do they use software packages to create pieces of digital art to design.</p> <p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? (Warhol)</p>	<p>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? (Rousseau)</p> <p>Collage using images of world for rivers</p> <p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape?</p> <p>Can they combine visual and tactile qualities to express mood and emotion?</p> <p>Creating river beds with modroc</p> <p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p> <p><u>Cycle two:</u></p> <p>Can they create digital images with animation, video and sound to communicate their ideas?</p> <p>Can they create a piece of art which can be used as part of a wider presentation?</p>
--	---	--	--

Art Whole School Curriculum Map – 2021/2022

	<p>Can they express their emotions accurately through their painting and sketches? - Masks</p> <p>Greek Pots – Drawing - Can they organise line, tone, shape and colour to represent figures and forms in movement (battle)</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture? (Masks/Parthenon)</p> <p>Can they include technical aspects in their work, e.g. architectural design? (Parthenon and columns)</p> <p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p> <p>Do they experiment with and combine materials and processes to design and make 3D form? (Greek Masks)</p> <p>Can they sculpt clay and other mouldable materials? (Clay Pots)</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form? (Oscars)</p> <p><u>Cycle two:</u></p> <p>Great artists – Children to improve their mastery of Art when learning about great artists</p> <p>Steel or iron sculptures – Thomas Telford</p> <p>Can they experiment with different styles which artists have used? (Lowry)</p> <p>Photography</p> <p>Can they use ceramic mosaic to produce a piece of art?</p>	
--	---	--	--